

**Senate File 423 - Introduced**

SENATE FILE 423  
BY COMMITTEE ON EDUCATION

(SUCCESSOR TO SSB 1228)

**A BILL FOR**

1 An Act relating to and providing for education reform involving  
2 student, teacher, and administrator programs and activities  
3 under the purview of the department of education, the state  
4 board of education, college student aid commission, school  
5 districts and accredited nonpublic schools; establishing  
6 a fee; and including effective date and applicability  
7 provisions.

8 BE IT ENACTED BY THE GENERAL ASSEMBLY OF THE STATE OF IOWA:

DIVISION I

INSTRUCTIONAL HOURS

1  
2  
3 Section 1. Section 256.7, subsection 19, Code 2013, is  
4 amended to read as follows:

5 19. Define ~~the minimum school day as a day consisting~~  
6 ~~of five and one-half hours of instructional time for grades~~  
7 ~~one through twelve. The minimum hours as time that shall be~~  
8 exclusive of the lunch period, but may include passing time  
9 between classes. Time spent on parent-teacher conferences  
10 shall be considered instructional time. ~~A school or school~~  
11 ~~district may record a day of school with less than the minimum~~  
12 ~~instructional hours as a minimum school day if any of the~~  
13 ~~following apply:~~

14 ~~a. If emergency health or safety factors require the late~~  
15 ~~arrival or early dismissal of students on a specific day.~~

16 ~~b. If the total hours of instructional school time for~~  
17 ~~grades one through twelve for any five consecutive school days~~  
18 ~~equal a minimum of twenty-seven and one-half hours, even though~~  
19 ~~any one day of school is less than the minimum instructional~~  
20 ~~hours because of a staff development opportunity provided for~~  
21 ~~the professional instructional staff or because parent-teacher~~  
22 ~~conferences have been scheduled beyond the regular school day.~~  
23 ~~Furthermore, if the total hours of instructional time for the~~  
24 ~~first four consecutive days equal at least twenty-seven and~~  
25 ~~one-half hours because parent-teacher conferences have been~~  
26 ~~scheduled beyond the regular school day, a school or school~~  
27 ~~district may record zero hours of instructional time on the~~  
28 ~~fifth consecutive school day as a minimum school day.~~

29 Sec. 2. Section 256F.4, subsection 5, Code 2013, is amended  
30 to read as follows:

31 5. A charter school or innovation zone school shall provide  
32 instruction for at least the number of days hours required by  
33 section 279.10, subsection 1, ~~or shall provide at least the~~  
34 ~~equivalent number of total hours.~~

35 Sec. 3. Section 279.10, subsection 1, Code 2013, is amended

1 to read as follows:

2 1. The school year for each school district and accredited  
3 nonpublic school shall begin on the first day of July 1 and  
4 each regularly established elementary and secondary school  
5 shall begin no sooner than a day during the calendar week  
6 in which the first day of September falls but no later than  
7 the first Monday in December. However, if the first day of  
8 September falls on a Sunday, school may begin on a day during  
9 the calendar week which immediately precedes the first day of  
10 September. ~~School shall continue for at least one hundred~~  
11 ~~eighty days, except as provided in subsection 3, and may be~~  
12 ~~maintained~~ The school calendar shall include not less than one  
13 thousand eighty hours of instruction during the entire calendar  
14 year. However, if The board of directors of a school district  
15 and the authorities in charge of an accredited nonpublic  
16 school shall set the number of hours of required attendance  
17 for the school year as provided in section 299.1, subsection  
18 2, but the board of directors of a school district shall  
19 hold a public hearing on any proposed school calendar prior  
20 to adopting the school calendar. If the board of directors  
21 of a district or the authorities in charge of an accredited  
22 nonpublic school extends the school calendar because inclement  
23 weather caused the school district or accredited nonpublic  
24 school to temporarily close school during the regular school  
25 calendar, the school district or accredited nonpublic school  
26 may excuse a graduating senior who has met district or school  
27 requirements for graduation from attendance during the extended  
28 school calendar. A school corporation may begin employment  
29 of personnel for in-service training and development purposes  
30 before the date to begin elementary and secondary school.

31 Sec. 4. Section 279.10, subsection 2, Code 2013, is amended  
32 to read as follows:

33 2. The board of directors shall hold a public hearing on any  
34 proposal relating to the school calendar prior to submitting it  
35 to the department of education for approval.

1     Sec. 5. Section 299.1, subsection 2, Code 2013, is amended  
2 to read as follows:

3     2. The board of directors of a public school district or  
4 the governing body of an accredited nonpublic school shall set  
5 the number of ~~days~~ hours of required attendance for the schools  
6 under its control. The board of directors of a public school  
7 district or the governing body of an accredited nonpublic  
8 school may, by resolution, require attendance for the entire  
9 time when the schools are in session in any school year and  
10 adopt a policy or rules relating to the reasons considered to  
11 be valid or acceptable excuses for absence from school.

12     Sec. 6. Section 299.4, subsection 1, Code 2013, is amended  
13 to read as follows:

14     1. The parent, guardian, or legal custodian of a child who  
15 is of compulsory attendance age, who places the child under  
16 competent private instruction under either section 299A.2 or  
17 299A.3, not in an accredited school or a home school assistance  
18 program operated by a school district or accredited nonpublic  
19 school, shall furnish a report in duplicate on forms provided  
20 by the public school district, to the district by ~~the earliest~~  
21 ~~starting date specified in section 279.10, subsection 1~~  
22 September 1 of the school year in which the child will be under  
23 competent private instruction. The secretary shall retain and  
24 file one copy and forward the other copy to the district's  
25 area education agency. The report shall state the name and  
26 age of the child, the period of time during which the child  
27 has been or will be under competent private instruction for  
28 the year, an outline of the course of study, texts used, and  
29 the name and address of the instructor. The parent, guardian,  
30 or legal custodian of a child, who is placing the child under  
31 competent private instruction for the first time, shall also  
32 provide the district with evidence that the child has had the  
33 immunizations required under section 139A.8, and, if the child  
34 is elementary school age, a blood lead test in accordance with  
35 section 135.105D. The term "*outline of course of study*" shall

1 include subjects covered, lesson plans, and time spent on the  
2 areas of study.

3 Sec. 7. EFFECTIVE DATE. This division of this Act takes  
4 effect July 1, 2014.

5 DIVISION II

6 IOWA ONLINE INITIATIVE — FEES

7 Sec. 8. Section 256.42, Code 2013, is amended by adding the  
8 following new subsection:

9 NEW SUBSECTION. 8. *a.* Beginning July 1, 2016, the  
10 department shall establish fees payable by school districts and  
11 accredited nonpublic schools participating in the initiative.  
12 Fees collected pursuant to this subsection shall be deposited  
13 in the general fund of the state and shall be established so as  
14 not to exceed the cost of administering this section.

15 *b.* Costs of administering this section include the  
16 costs of providing professional development necessary to  
17 prepare teachers to participate in the initiative, providing  
18 supervision of usage of the initiative by licensed teachers,  
19 acquiring and maintaining equipment and services necessary for  
20 use of the initiative, facilitating access to the initiative  
21 by school districts and accredited nonpublic schools, and  
22 necessary recordkeeping and accounting. Costs of administering  
23 this section do not include any of the following:

24 (1) Costs of course development.

25 (2) Costs of purchasing access to course materials unless  
26 such costs are charged on the basis of usage.

27 DIVISION III

28 TRAINING AND EMPLOYMENT OF TEACHERS

29 Sec. 9. NEW SECTION. 256.96 Online state job posting  
30 system.

31 1. The department shall provide for the operation of an  
32 online state job posting system. The system shall be designed  
33 and implemented for the online posting of job openings offered  
34 by school districts, charter schools, area education agencies,  
35 the department, and accredited nonpublic schools. The system

1 shall be accessible via the department's internet site. The  
2 system shall include a mechanism for the electronic submission  
3 of job openings for posting on the system as provided in  
4 subsection 2. The system and each job posting on the system  
5 shall include a statement that an employer submitting a job  
6 opening for posting on the system will not discriminate in  
7 hiring on the basis of race, ethnicity, national origin,  
8 gender, age, physical disability, sexual orientation, gender  
9 identity, religion, marital status, or status as a veteran.  
10 The department may contract for, or partner with another entity  
11 for, the use of an existing internet site to operate the online  
12 state job posting system if the existing internet site is more  
13 effective and economical than the department's internet site.

14 2. A school district, charter school, or area education  
15 agency shall submit all of its job openings to the department  
16 for posting on the system. The department shall post all of  
17 its job openings on the system. An accredited nonpublic school  
18 may submit job openings to the department for posting on the  
19 system.

20 3. This section shall not be construed to do any of the  
21 following:

22 a. Prohibit any employer from advertising job openings and  
23 recruiting employees independently of the system.

24 b. Prohibit any employer from using another method of  
25 advertising job openings or another applicant tracking system  
26 in addition to the system.

27 c. Provide the department with any regulatory authority in  
28 the hiring process or hiring decisions of any employer other  
29 than the department.

30 Sec. 10. NEW SECTION. 261.110 Teach Iowa scholar program.

31 1. Contingent on a specific appropriation for these  
32 purposes, a teach Iowa scholar program is established to  
33 provide teach Iowa scholar grants to selected high-caliber  
34 teachers. The commission shall administer the program in  
35 consultation with the department of education.

1 2. An Iowa resident applicant shall be eligible for a teach  
2 Iowa scholar grant if the applicant meets all of the criteria  
3 specified under, or established in accordance with, subsection  
4 3.

5 3. Criteria for eligibility shall be established by the  
6 commission and shall include but are not limited to the  
7 following:

8 a. The applicant was in the top twenty-five percent  
9 academically of students exiting a teacher preparation  
10 program approved by the state board of education pursuant to  
11 section 256.7, subsection 3, or a similar teacher preparation  
12 program in another state, had earned other comparable academic  
13 credentials, or had achieved comparable assessment scores.

14 b. The applicant is preparing to teach in fields including  
15 but not limited to science, technology, engineering, or  
16 mathematics; English as a second language or special education  
17 instruction; or is preparing to teach in a hard-to-staff  
18 subject as identified by the department. The department shall  
19 take into account the varying regional needs in the state for  
20 teachers in these subject areas when applying the criterion  
21 of this paragraph. The department shall annually identify  
22 and designate hard-to-staff subjects for the purpose of this  
23 paragraph.

24 4. A selected applicant who meets all of the eligibility  
25 requirements of this section shall be eligible for a teach Iowa  
26 scholar grant for each year of full-time employment completed  
27 in this state as a teacher for a school district, charter  
28 school, area education agency, or accredited nonpublic school.  
29 A teach Iowa scholar grant shall not exceed four thousand  
30 dollars per year per recipient. Grants awarded under this  
31 section shall not exceed a total of twenty thousand dollars per  
32 recipient over a five-year period.

33 5. The commission shall adopt rules pursuant to chapter  
34 17A to administer this section. The rules shall include but  
35 shall not be limited to a process for use by the commission to

1 determine which eligible applicants will receive teach Iowa  
2 scholar grants.

3 6. A teach Iowa scholar fund is established in the state  
4 treasury. The fund shall be administered by the commission and  
5 shall consist of moneys appropriated by the general assembly  
6 and any other moneys received by the commission for deposit in  
7 the fund.

8 DIVISION IV

9 TEACHER AND ADMINISTRATOR MATTERS

10 Sec. 11. Section 256.9, subsection 51, Code 2013, is amended  
11 to read as follows:

12 51. Develop, and periodically review and revise as  
13 necessary, with significant input from Iowa administrators,  
14 Iowa standards for school administrators, including knowledge  
15 and skill criteria, and develop, based on the Iowa standards  
16 for administrators, mentoring and induction, evaluation  
17 processes, and professional development plans pursuant to  
18 chapter 284A. The standards shall align with nationally  
19 accepted school administrator standards, and be designed  
20 specifically for purposes of chapters 272 and 284A. The  
21 criteria shall further define the characteristics of quality  
22 administrators as established by the Iowa standards for school  
23 administrators.

24 Sec. 12. Section 256.9, Code 2013, is amended by adding the  
25 following new subsection:

26 NEW SUBSECTION. 63. a. Develop and implement a coaching  
27 and support system for teachers aligned with the Iowa teacher  
28 career path model established pursuant to section 284.7 and the  
29 framework and comparable career path and compensation systems  
30 approved as provided in section 284.15.

31 b. Develop and implement a coaching and support system  
32 for administrators aligned with the beginning administrator  
33 mentoring and induction program created pursuant to section  
34 284A.5.

35 Sec. 13. Section 284.8, subsection 1, Code 2013, is amended

1 to read as follows:

2 1. a. A school district shall provide for an annual  
3 review of each teacher's performance for purposes of assisting  
4 teachers in making continuous improvement, developing skills  
5 to enrich a teacher's professional life while increasing  
6 student learning, documenting continued competence in the  
7 Iowa teaching standards, identifying teachers in need of  
8 improvement, or ~~to determine~~ determining whether the teacher's  
9 practice meets school district expectations for career  
10 advancement in accordance with section 284.7. The review shall  
11 include, at minimum, classroom observation of the teacher,  
12 the teacher's progress, and implementation of the teacher's  
13 individual professional development plan, subject to the level  
14 of resources provided to implement the plan; and shall include  
15 supporting documentation from parents, students, and other  
16 teachers.

17 b. The first and second year of review shall be conducted  
18 by a peer group of at least three but not more than six  
19 teachers selected by the building principal in consultation  
20 with teachers and the building's certified bargaining  
21 representative, if any. Each teacher shall be assigned to  
22 a peer group and shall receive adequate training prior to  
23 conducting a peer group review. A teacher who participates  
24 in a peer group review shall be provided release time for the  
25 training and for the time spent in conducting the peer group  
26 review. If the process requires that a participating teacher  
27 work beyond regular hours, the teacher shall be paid the  
28 teacher's per diem rate. The peer group shall be established  
29 to reflect common grade level, subject matter expertise,  
30 curriculum, and proximity or other previously established  
31 grouping of individuals employed to provide instruction  
32 to students. The peer group shall review all of the peer  
33 group members. Peer group reviews shall be supportive and  
34 formative and shall be conducted on an informal, confidential,  
35 collaborative basis that is focused on assisting each peer

1 group member in achieving the goals of the teacher's individual  
2 professional development plan. If a conflict develops between  
3 persons participating in a peer group review, an effort shall  
4 be made to mediate the conflict.

5 c. Peer group reviews shall not be the basis for  
6 recommending that a teacher participate in an intensive  
7 assistance program, and shall not be used to determine the  
8 compensation, promotion, layoff, or termination of a teacher,  
9 or any other determination affecting a teacher's employment  
10 status. However, as a result of a peer group review, a teacher  
11 may elect to participate in an intensive assistance program.

12 d. Members of the peer group shall be reviewed every third  
13 year by at least one evaluator certified in accordance with  
14 section 284.10.

15 e. The teacher who is the subject of a peer review shall  
16 have exclusive right to all documentation created as a result  
17 of the peer group review process. Content of a peer group  
18 review shall not be incorporated into a summative evaluation.

19 DIVISION V

20 IOWA TEACHER CAREER AND COMPENSATION MATTERS

21 Sec. 14. Section 257.1, subsection 2, paragraph b, Code  
22 2013, is amended to read as follows:

23 b. For the budget year commencing July 1, 1999, and for each  
24 succeeding budget year the regular program foundation base per  
25 pupil is eighty-seven and five-tenths percent of the regular  
26 program state cost per pupil. For the budget year commencing  
27 July 1, 1991, and for each succeeding budget year the special  
28 education support services foundation base is seventy-nine  
29 percent of the special education support services state cost  
30 per pupil. The combined foundation base is the sum of the  
31 regular program foundation base, the special education support  
32 services foundation base, the total teacher salary supplement  
33 district cost, the total professional development supplement  
34 district cost, the total early intervention supplement district  
35 cost, the total teacher leadership supplement district cost,

1 the total area education agency teacher salary supplement  
2 district cost, and the total area education agency professional  
3 development supplement district cost.

4 Sec. 15. Section 257.1, subsection 3, Code 2013, is amended  
5 to read as follows:

6 3. *Computations rounded.* In making computations and  
7 payments under this chapter, except in the case of computations  
8 relating to funding of special education support services,  
9 media services, and educational services provided through the  
10 area education agencies, and the teacher salary supplement, the  
11 professional development supplement, ~~and~~ the early intervention  
12 supplement, and the teacher leadership supplement, the  
13 department of management shall round amounts to the nearest  
14 whole dollar.

15 Sec. 16. Section 257.4, subsection 1, paragraph a, Code  
16 2013, is amended by adding the following new subparagraph:

17 NEW SUBPARAGRAPH. (8) The total teacher leadership  
18 supplement district cost.

19 Sec. 17. Section 257.8, subsection 2, Code 2013, is amended  
20 to read as follows:

21 2. *Categorical state percent of growth.* The categorical  
22 state percent of growth for the budget year beginning July 1,  
23 2010, is two percent. The categorical state percent of growth  
24 for the budget year beginning July 1, 2012, is two percent.  
25 The categorical state percent of growth for each budget year  
26 shall be established by statute which shall be enacted within  
27 thirty days of the submission in the year preceding the  
28 base year of the governor's budget under section 8.21. The  
29 establishment of the categorical state percent of growth for a  
30 budget year shall be the only subject matter of the bill which  
31 enacts the categorical state percent of growth for a budget  
32 year. The categorical state percent of growth may include  
33 state percents of growth for the teacher salary supplement, the  
34 professional development supplement, ~~and~~ the early intervention  
35 supplement, and the teacher leadership supplement.

1     Sec. 18. Section 257.9, Code 2013, is amended by adding the  
2 following new subsection:

3     NEW SUBSECTION. 11. *Teacher leadership supplement state*  
4 *cost per pupil.* For the budget year beginning July 1, 2014,  
5 the teacher leadership supplement state cost per pupil shall  
6 be four hundred dollars payable to the school districts  
7 implementing an Iowa teacher career path model or compensation  
8 system approved by the department of education as provided  
9 in section 284.15. The teacher leadership supplement state  
10 cost per pupil for the budget year beginning July 1, 2015,  
11 and succeeding budget years, shall be the teacher leadership  
12 supplement state cost per pupil for the base year plus an  
13 allowable growth amount that is equal to the teacher leadership  
14 supplement categorical state percent of growth, pursuant to  
15 section 257.8, subsection 2, for the budget year, multiplied by  
16 the teacher leadership supplement state cost per pupil for the  
17 base year.

18     Sec. 19. Section 257.10, subsection 8, paragraph a, Code  
19 2013, is amended to read as follows:

20     a. Combined district cost is the sum of the regular program  
21 district cost per pupil multiplied by the weighted enrollment,  
22 the special education support services district cost, the total  
23 teacher salary supplement district cost, the total professional  
24 development supplement district cost, ~~and~~ the total early  
25 intervention supplement district cost, and the total teacher  
26 leadership supplement district cost, plus the sum of the  
27 additional district cost allocated to the district to fund  
28 media services and educational services provided through the  
29 area education agency, the area education agency total teacher  
30 salary supplement district cost and the area education agency  
31 total professional development supplement district cost.

32     Sec. 20. Section 257.10, Code 2013, is amended by adding the  
33 following new subsection:

34     NEW SUBSECTION. 12. *Teacher leadership supplement cost per*  
35 *pupil and district cost.*

1     *a.* For the budget year beginning July 1, 2014, the teacher  
2 leadership supplement district cost per pupil shall be four  
3 hundred dollars. For the budget year beginning July 1, 2015,  
4 and succeeding budget years, the teacher leadership supplement  
5 district cost per pupil for each school district for a budget  
6 year is the teacher leadership supplement program district  
7 cost per pupil for the base year plus the teacher leadership  
8 supplement state allowable growth amount for the budget year.

9     *b.* For the budget year beginning July 1, 2015, and  
10 succeeding budget years, if the department of management  
11 determines that the unadjusted teacher leadership supplement  
12 district cost of a school district for a budget year is less  
13 than one hundred percent of the unadjusted teacher leadership  
14 supplement district cost for the base year for the school  
15 district, the school district shall receive a budget adjustment  
16 for that budget year equal to the difference.

17     *c.* (1) The unadjusted teacher leadership supplement  
18 district cost is the teacher leadership supplement district  
19 cost per pupil for each school district for a budget year  
20 multiplied by the budget enrollment for that school district.

21     (2) The total teacher leadership supplement district cost  
22 is the sum of the unadjusted teacher leadership supplement  
23 district cost plus the budget adjustment for that budget year.

24     *d.* For the budget year beginning July 1, 2014, and  
25 succeeding budget years, the use of the funds calculated under  
26 this subsection shall comply with the requirements of chapter  
27 284 and shall be distributed to teachers pursuant to section  
28 284.15.

29     Sec. 21. Section 257.16, subsection 4, Code 2013, is amended  
30 to read as follows:

31     4. Notwithstanding any provision to the contrary, if  
32 the governor orders budget reductions in accordance with  
33 section 8.31, the teacher salary supplement district cost,  
34 the professional development supplement district cost, ~~and~~  
35 the early intervention supplement district cost, and the

1 teacher leadership supplement district cost as calculated  
2 under section 257.10, subsections 9, 10, ~~and 11,~~ and 12, and  
3 the area education agency teacher salary supplement district  
4 cost and the area education agency professional development  
5 supplement district cost as calculated under section 257.37A,  
6 subsections 1 and 2, shall be paid in full as calculated and  
7 the reductions in the appropriations provided in accordance  
8 with this section shall be reduced from the remaining moneys  
9 appropriated pursuant to this section and shall be distributed  
10 on a per pupil basis calculated with the weighted enrollment  
11 determined in accordance with section 257.6, subsection 5.

12 Sec. 22. Section 284.2, subsection 1, Code 2013, is amended  
13 to read as follows:

14 1. "*Beginning teacher*" means an individual serving under an  
15 initial or intern license, ~~issued by the board of educational~~  
16 ~~examiners~~ under chapter 272, who is assuming a position as a  
17 teacher. "Beginning teacher" includes an individual who is  
18 an initial teacher. For purposes of the beginning teacher  
19 mentoring and induction program created pursuant to section  
20 284.5, "*beginning teacher*" also includes preschool teachers  
21 who are licensed ~~by the board of educational examiners~~ under  
22 chapter 272 and are employed by a school district or area  
23 education agency. "*Beginning teacher*" does not include a  
24 teacher whose employment with a school district or area  
25 education agency is probationary unless the teacher is serving  
26 under an initial or teacher intern license ~~issued by the board~~  
27 ~~of educational examiners~~ under chapter 272.

28 Sec. 23. Section 284.3, subsection 2, paragraph a, Code  
29 2013, is amended to read as follows:

30 a. For purposes of comprehensive evaluations ~~for,~~ standards  
31 and criteria which measure a beginning teachers required to  
32 ~~allow beginning teachers to progress to career teachers,~~  
33 ~~standards and criteria that are~~ teacher's performance against  
34 the Iowa teaching standards specified in subsection 1, and  
35 the criteria for the Iowa teaching standards developed by the

1 department in accordance with section 256.9, subsection 46, to  
 2 determine whether the teacher's practice meets the requirements  
 3 specified for a career teacher. These standards and criteria  
 4 shall be set forth in an instrument provided by the department.  
 5 The comprehensive evaluation and instrument are not subject to  
 6 negotiations or grievance procedures pursuant to chapter 20 or  
 7 determinations made by the board of directors under section  
 8 279.14. A local school board and its certified bargaining  
 9 representative may negotiate, pursuant to chapter 20,  
 10 evaluation and grievance procedures for beginning teachers that  
 11 are not in conflict with this chapter. If, in accordance with  
 12 section 279.19, a beginning teacher appeals the determination  
 13 of a school board to an adjudicator under section 279.17, the  
 14 adjudicator selected shall have successfully completed training  
 15 related to the Iowa teacher standards, the criteria adopted by  
 16 the state board ~~of education~~ in accordance with subsection 3,  
 17 and any additional training required under rules adopted by the  
 18 public employment relations board in cooperation with the state  
 19 board ~~of education~~.

20 Sec. 24. Section 284.3A, subsection 2, paragraph a, Code  
 21 2013, is amended to read as follows:

22 a. For the school budget year beginning July 1, 2010,  
 23 and each succeeding school year, school districts and area  
 24 education agencies shall combine payments made to teachers  
 25 under sections 257.10 and 257.37A with regular wages to  
 26 create a combined salary. The teacher contract issued under  
 27 section 279.13 must include the combined salary. If a school  
 28 district or area education agency uses a salary schedule, a  
 29 combined salary schedule shall be used for regular wages and  
 30 for distribution of payments under sections 257.10 and 257.37A,  
 31 incorporating the salary minimums required in section 284.7  
 32 or 284.15. The combined salary schedule must use only the  
 33 combined salary and cannot differentiate regular salaries and  
 34 distribution of payments under sections 257.10 and 257.37A.

35 Sec. 25. Section 284.5, subsection 4, Code 2013, is amended

1 to read as follows:

2 4. Each school district and area education agency shall  
3 ~~develop an initial beginning teacher mentoring and induction~~  
4 a plan for the program. A school district shall include its  
5 plan in the school district's comprehensive school improvement  
6 plan submitted pursuant to section 256.7, subsection 21. The  
7 ~~beginning teacher mentoring and induction~~ plan shall, at a  
8 minimum, provide for a two-year sequence of induction program  
9 content and activities to support the Iowa teaching standards  
10 and beginning teacher professional and personal needs; mentor  
11 training that includes, at a minimum, skills of classroom  
12 demonstration and coaching, and district expectations for  
13 beginning teacher competence on Iowa teaching standards;  
14 placement of mentors and beginning teachers; the process for  
15 dissolving mentor and beginning teacher partnerships; district  
16 organizational support for release time for mentors and  
17 beginning teachers to plan, provide demonstration of classroom  
18 practices, observe teaching, and provide feedback; structure  
19 for mentor selection and assignment of mentors to beginning  
20 teachers; a district facilitator; and program evaluation. In  
21 addition, for beginning prekindergarten through grade three  
22 teachers, the plan shall provide that such a teacher shall be  
23 mentored in the teacher's classroom by a skilled mentor, and  
24 the plan for mentoring such teachers shall incorporate any  
25 recommendations offered by the Iowa reading research center  
26 established pursuant to section 256.9, subsection 53, paragraph  
27 "c".

28 Sec. 26. Section 284.6, subsection 8, Code 2013, is amended  
29 to read as follows:

30 8. For each year in which a school district receives funds  
31 calculated and paid to school districts for professional  
32 development pursuant to section 257.10, subsection 10, or  
33 section 257.37A, subsection 2, the school district shall  
34 create quality professional development opportunities. Not  
35 less than thirty-six hours in the school calendar, held

1 outside of the minimum school day, shall be set aside during  
 2 nonpreparation time or designated professional development  
 3 time to allow practitioners to collaborate with each other  
 4 to deliver educational programs and assess student learning,  
 5 or to engage in peer group review pursuant to section 284.8,  
 6 subsection 1. ~~The goal for the use of the funds is to provide~~  
 7 ~~one additional contract day or the equivalent thereof for~~  
 8 ~~professional development and use of the funds is limited~~ may be  
 9 used to providing provide professional development to teachers,  
 10 including additional salaries for time beyond the normal  
 11 negotiated agreement; pay for substitute teachers, professional  
 12 development materials, speakers, and professional development  
 13 content; and costs associated with implementing the individual  
 14 professional development plans. The use of the funds shall  
 15 be balanced between school district, attendance center,  
 16 and individual professional development plans, making every  
 17 reasonable effort to provide equal access to all teachers.

18 Sec. 27. Section 284.7, Code 2013, is amended to read as  
 19 follows:

20 **284.7 Iowa teacher career path model.**

21 1. To promote continuous improvement in Iowa's quality  
 22 teaching workforce and to give Iowa teachers the opportunity  
 23 for career recognition that reflects the various roles teachers  
 24 play as educational leaders, an Iowa teacher career path model  
 25 is established for teachers employed by school districts. A  
 26 If a school district is approved pursuant to section 284.15 to  
 27 implement a model that meets the criteria established in this  
 28 section and section 284.15, subsection 1, paragraph "a", the  
 29 school district shall use funding calculated and paid pursuant  
 30 to section 257.10, ~~subsection~~ subsections 9, to raise teacher  
 31 ~~salaries to meet the requirements of this section and 12 for~~  
 32 such purpose. The Iowa teacher career path model and the  
 33 model's salary minimums are as follows:

34 ~~1. The following career path levels are established and~~  
 35 ~~shall be implemented in accordance with this chapter:~~

1     *a. Beginning teacher.*

2     (1) A beginning teacher is a teacher who meets the following  
3 requirements:

4     (a) Has successfully completed an approved practitioner  
5 preparation program as defined in section 272.1 or holds an  
6 intern teacher license issued by the board of educational  
7 examiners under chapter 272.

8     (b) Holds an initial or intern teacher license issued by the  
9 board of educational examiners.

10    (c) Participates in the beginning teacher mentoring and  
11 induction program as provided in this chapter.

12    (2) Beginning July 1, ~~2008~~ 2014, the minimum salary for a  
13 beginning teacher shall be ~~twenty-eight~~ thirty-five thousand  
14 dollars.

15     *b. Career teacher.*

16    (1) A career teacher is a teacher who holds a statement of  
17 professional recognition issued by the board of educational  
18 examiners under chapter 272 or who meets the following  
19 requirements:

20    (a) Has successfully completed the beginning teacher  
21 mentoring and induction program and has successfully completed  
22 a comprehensive evaluation as provided in this chapter.

23    (b) Is reviewed by the school district as demonstrating the  
24 competencies of a career teacher.

25    (c) Holds a valid license issued by the board of educational  
26 examiners.

27    (d) Participates in teacher professional development as set  
28 forth in this chapter and demonstrates continuous improvement  
29 in teaching.

30    (2) Beginning July 1, ~~2008~~ 2014, the minimum salary for a  
31 first-year career teacher shall be ~~thirty~~ thirty-seven thousand  
32 dollars.

33    ~~2. It is the intent of the general assembly to establish~~  
34 ~~and require the implementation of and provide for the~~  
35 ~~implementation of the following additional career path levels:~~

1 ~~a-~~ c. *Career II teacher.*

2 (1) A career II teacher is a teacher who meets the  
3 requirements of subsection 1, paragraph "b", has met the  
4 requirements established by the school district that employs  
5 the teacher, and is evaluated by the school district as  
6 demonstrating the competencies of a career II teacher. The  
7 teacher shall have successfully completed a performance review  
8 in order to be classified as a career II teacher.

9 ~~(2) It is the intent of the general assembly that the~~  
10 ~~participating district shall establish a minimum salary for~~  
11 ~~a career II teacher that is at least five thousand dollars~~  
12 ~~greater than the minimum career teacher salary. It is further~~  
13 ~~intended that the district shall adopt a plan that facilitates~~  
14 ~~the transition of a career teacher to a career II level.~~

15 Beginning July 1, 2014, the minimum salary for a first-year  
16 career II teacher shall be forty-two thousand dollars.

17 (3) The contract term for a career II teacher shall exceed  
18 the contract term issued to a career teacher under section  
19 279.13 by an additional five days. Approximately twenty-five  
20 percent of the career II teacher's total contract time shall be  
21 spent on noninstructional duties, which may include but not be  
22 limited to time spent mentoring beginning and career teachers  
23 and supervising student teachers who are participating in a  
24 field experience pursuant to section 272.25. Allocation of the  
25 career II teacher's time shall be mutually agreed to by the  
26 teacher and the school district.

27 (4) As an alternative to the twenty-five percent  
28 noninstructional time requirement of subparagraph (3), a career  
29 II teacher may spend at least five hours per week as a peer  
30 coach. Compensation for peer coaching duties shall be computed  
31 using the career II teacher's hourly rate of compensation  
32 for the additional duties, which shall be performed during  
33 normal, noninstructional contract time. For purposes of this  
34 subparagraph, "peer coaching" means additional guidance in  
35 one or more aspects of the teaching profession provided to a

1 teacher. Assignment as a peer coach shall be based on either  
2 a request from a principal or from an individual teacher upon  
3 approval of a principal. Peer coaching shall include detailed  
4 preliminary discussions as to areas in which the teacher being  
5 coached desires to improve; formulation of an action plan to  
6 bring about such improvement; in-class supervision by the peer  
7 coach; postclass discussion of strengths, weaknesses, and  
8 strategies for improvement; dialogue between the peer coach  
9 and students and school officials regarding the teacher being  
10 coached; and documentation of progress of the peer coaching. A  
11 peer coach shall coordinate peer coaching activities relating  
12 to training and professional development with an area education  
13 agency where appropriate.

14 ~~b.~~ d. *Advanced teacher.*

15 (1) An advanced teacher is a teacher who meets the following  
16 requirements:

17 (a) Receives the recommendation of the review panel that the  
18 teacher possesses superior teaching skills and that the teacher  
19 should be classified as an advanced teacher.

20 (b) Holds a valid license from the board of educational  
21 examiners.

22 (c) Participates in teacher professional development  
23 as outlined in this chapter and demonstrates continuous  
24 improvement in teaching.

25 (d) Possesses the skills and qualifications to assume  
26 leadership roles.

27 ~~(2) It is the intent of the general assembly that the~~  
28 ~~participating district shall establish a minimum salary for~~  
29 ~~an advanced teacher that is at least thirteen thousand five~~  
30 ~~hundred dollars greater than the minimum career teacher~~  
31 ~~salary. Beginning July 1, 2014, the minimum salary for a~~  
32 first-year advanced teacher shall be fifty thousand five  
33 hundred dollars. In conjunction with the development of the  
34 review panel pursuant to section 284.9, the department shall  
35 make recommendations to the general assembly by January 1,

1 ~~2002~~ 2015, regarding the appropriate district-to-district  
2 recognition for advanced teachers and methods that facilitate  
3 the transition of a teacher to the advanced level.

4 (3) The contract term for an advanced teacher shall exceed  
5 the contract term issued to a career teacher under section  
6 279.13 by an additional ten days. The goal of the contract  
7 shall be that at least fifty percent of the advanced teacher's  
8 total contract time be spent on noninstructional duties,  
9 which may include but not be limited to time spent mentoring  
10 beginning and career teachers and supervising student teachers  
11 who are participating in a field experience pursuant to section  
12 272.25; developing, planning, and organizing professional  
13 development; organizing peer review groups; and selecting  
14 course materials. Allocation of the advanced teacher's time  
15 shall be mutually agreed to by the teacher and the school  
16 district.

17 (4) An advanced teacher may engage in peer coaching under  
18 the conditions specified in paragraph "c", and if so, shall  
19 receive the stipend set out in paragraph "c".

20 2. Each school district approved under section 284.15 to  
21 implement the model in accordance with this section shall meet  
22 the following staffing goals:

23 a. Employ at least one career II teacher in each elementary  
24 school.

25 b. Employ at least one advanced teacher for every three  
26 career II teachers employed.

27 c. Employ at least one career II teacher for each of the  
28 following subject areas taught in grades seven through twelve:  
29 English, mathematics, science, and social studies.

30 3. A teacher shall be promoted one level at a time and a  
31 teacher promoted to the next career level shall remain at that  
32 level for at least one year before requesting promotion to the  
33 next career level.

34 4. A teacher employed in a district shall not receive less  
35 compensation in that district than the teacher received in the

1 school year preceding ~~participation, as set forth in section~~  
2 ~~284.4 due to implementation of the first year of compliance~~  
3 ~~with this chapter section occurring on or after July 1, 2014.~~

4 A teacher who achieves national board for professional teaching  
5 standards certification and meets the requirements of section  
6 256.44 shall continue to receive the award as specified in  
7 section 256.44 in addition to the compensation set forth in  
8 this section.

9 ~~5. A school district that is unable to meet the provisions~~  
10 ~~of subsection 1 with funds calculated and paid to the school~~  
11 ~~district pursuant to section 257.10, subsection 9, may request~~  
12 ~~a waiver from the department to use funds calculated and paid~~  
13 ~~under section 257.10, subsection 11, to meet the provisions of~~  
14 ~~subsection 1 if the difference between the funds calculated and~~  
15 ~~paid pursuant to section 257.10, subsection 9, and the amount~~  
16 ~~required to comply with subsection 1 is not less than ten~~  
17 ~~thousand dollars. The department shall consider the average~~  
18 ~~class size of the school district, the school district's~~  
19 ~~actual unspent balance from the preceding year, and the school~~  
20 ~~district's current financial position.~~

21 **Sec. 28. NEW SECTION. 284.11 State supplemental assistance**  
22 **for teachers in high-need schools.**

23 1. *Findings and intent.* The general assembly finds that  
24 Iowa school districts need to be more competitive in recruiting  
25 and retaining talented teachers to teach in high-need schools.  
26 Therefore, it is the intent of the general assembly to  
27 encourage school districts to provide supplemental assistance  
28 to teachers to teach in high-need schools. This section  
29 provides for state assistance to allow school districts to  
30 provide supplemental assistance to motivate teachers to teach  
31 in high-need schools.

32 2. *Department's responsibilities.* Contingent on a specific  
33 appropriation for these purposes, the department shall do the  
34 following:

35 a. Collect relevant data and establish a list of high-need

1 schools eligible for state supplemental assistance. The  
2 department shall establish a process and criteria to determine  
3 which schools are placed on the list and the department shall  
4 revise the list annually. Criteria for the determination of  
5 which high-need schools shall be placed on the list shall be  
6 based upon factors that include but are not limited to the  
7 socioeconomic status of the students enrolled in the school,  
8 the percentage of the school's student body who are limited  
9 English proficient students, student academic growth, certified  
10 instructional staff attrition, and geographic balance. The  
11 department may approve or disapprove requests for revision  
12 of the list, which a school district submits pursuant to  
13 subsection 3.

14     *b.* Develop a standardized process for distributing any  
15 moneys appropriated for supplemental assistance for high-need  
16 schools. In determining the process for distribution of such  
17 moneys, the department shall take into consideration the amount  
18 of moneys appropriated for supplemental assistance for teachers  
19 in high-need schools for the given year and the minimal amount  
20 of moneys needed per teacher to provide an incentive for a  
21 teacher to accept a teaching position in a high-need school. A  
22 school district receiving moneys pursuant to this section shall  
23 certify annually to the department how the moneys distributed  
24 to the school district pursuant to this section were used by  
25 the school district.

26     *c.* Review the use and effectiveness of the funds distributed  
27 to school districts for supplemental assistance for teachers  
28 in high-need schools under this section. The department shall  
29 submit its findings and recommendations in a report to the  
30 general assembly by January 15 annually.

31     3. *School district request for approval.* A school district  
32 may request on an annual basis approval from the department  
33 for additions to the list of high-need schools the department  
34 maintains pursuant to subsection 2 based upon the unique local  
35 conditions and needs of the school district. The criteria used

1 to determine the placement of high-need schools on the list in  
2 accordance with subsection 2, does not restrict the department  
3 from adding a high-need school to the list as requested by a  
4 school district on the basis of unique local conditions and  
5 needs pursuant to this subsection.

6 4. *Eligibility.* Teachers of all subjects taught in a school  
7 included in the department's list of high-need schools shall  
8 be eligible to receive supplemental assistance offered in  
9 accordance with this section. Notwithstanding any provision of  
10 law to the contrary, the department's determination of state  
11 supplemental assistance for teachers in high-need schools is  
12 not subject to appeal.

13 Sec. 29. NEW SECTION. 284.15 Iowa teacher career path  
14 model, framework, and comparable models and systems of career  
15 paths, leadership roles, and compensation.

16 1. *Iowa teacher career path model, framework, and comparable*  
17 *models and systems.* An Iowa teacher career path model as  
18 provided in section 284.7 and subsection 1, or a framework or  
19 comparable model or system may be developed and implemented  
20 by a school district upon receiving approval pursuant to this  
21 section.

22 a. *Minimum requirements.* Any Iowa teacher career path  
23 model, framework, or comparable model or system specified in  
24 section 284.7 or this section and approved pursuant to this  
25 section shall include, at a minimum, the following components:

26 (1) A minimum salary and a residency as provided in  
27 subsection 2, paragraph "b", subparagraph (1).

28 (2) Additional levels of compensation for differentiated  
29 teacher roles, which shall not be less than the per diem rate  
30 established for regular teaching duties at the specified level  
31 prior to implementation of the comparable system.

32 (3) Multiple, differentiated teacher leadership roles  
33 beyond the initial teacher and career teacher levels, with a  
34 goal of making such levels available to at least twenty-five  
35 percent of the teacher workforce. Compensation at the

1 differentiated levels shall be commensurate with the additional  
2 responsibilities of teachers who accept leadership roles.

3 (4) A rigorous selection process that involves teachers in  
4 determining placement in, and retention of, teacher leadership  
5 positions. The process shall include the following components:

6 (a) Site-based selection committees for districts with  
7 certified enrollments of six hundred or more students,  
8 or district-based selection committees for districts with  
9 certified enrollments of less than six hundred students.

10 (b) A requirement that a teacher chosen for a leadership  
11 role have not less than three years of experience in the school  
12 district.

13 (c) Exclusion of a teacher in a leadership role from  
14 supervisory duties.

15 (d) A requirement that teacher leaders be responsible  
16 for modeling best instructional practice, mentoring initial  
17 teachers, acting as liaisons with families, and helping  
18 colleagues prepare for peer group reviews and evaluations  
19 conducted pursuant to section 284.8. Teacher leaders shall not  
20 be responsible for purely administrative duties.

21 (e) Authorization for teacher leaders to participate in a  
22 peer group review under section 284.8.

23 (5) A professional development system facilitated by  
24 teachers and aligned with the Iowa professional development  
25 model adopted by the state board.

26 (6) Hiring permanent professional staff, including but not  
27 limited to retired teachers, at competitive rates, in order for  
28 an attendance center or school district to give teacher leaders  
29 time to focus on leadership duties.

30 *b. Instructional coach and curriculum and professional*  
31 *development leader model.* The instructional coach and  
32 curriculum and professional development leader model shall  
33 include, at a minimum, the following components:

34 (1) The beginning teacher and career teacher levels  
35 specified in section 284.7, subsection 1, paragraphs "a" and

1 "b", and the residency requirement for an initial teacher as  
2 provided in subsection 2, paragraph "b", subparagraph (1),  
3 subparagraph division (b).

4 (2) An instructional coach, who at a minimum meets the  
5 requirements specified for a career teacher in section 284.7,  
6 subsection 1, paragraph "b", and who engages full-time in  
7 instructional coaching. For purposes of this subparagraph,  
8 "*instructional coaching*" means additional guidance in one or  
9 more aspects of the teaching profession provided to teachers.  
10 Assignment as an instructional coach shall be based on either  
11 a request from a principal or from an individual teacher  
12 upon approval of a principal. Instructional coaching shall  
13 include detailed preliminary discussions as to areas in which  
14 the teacher being coached desires to improve; formulation  
15 of an action plan to bring about such improvement; in-class  
16 supervision by the instructional coach; postclass discussion  
17 of strengths, weaknesses, and strategies for improvement;  
18 dialogue between the instructional coach and students and  
19 school officials regarding the teacher being coached; and  
20 documentation of progress of the instructional coaching. An  
21 instructional coach shall coordinate instructional coaching  
22 activities relating to training and professional development  
23 with an area education agency where appropriate. An  
24 instructional coach shall receive a stipend of not less than  
25 five thousand nor more than seven thousand dollars annually in  
26 addition to the teacher's salary as a career teacher. A school  
27 district in compliance with this paragraph "b" shall employ one  
28 instructional coach at each attendance center or at least one  
29 instructional coach for every five hundred students enrolled in  
30 an attendance center, whichever number is greater.

31 (3) A curriculum and professional development leader,  
32 who at a minimum meets the requirements specified for a  
33 model teacher in subsection 2, paragraph "b", shall receive  
34 additional training at the expense of the school district,  
35 during the summer. While receiving training pursuant to this

1 subparagraph (3), the teacher shall be paid an additional  
2 salary amount for time beyond the school district's normal  
3 teaching contract. The contract term for a curriculum and  
4 professional development leader shall exceed the contract term  
5 issued to a model teacher under section 279.13 by an additional  
6 fifteen days, and the curriculum and professional development  
7 leader shall receive a stipend of not less than ten thousand  
8 nor more than twelve thousand dollars annually in addition to  
9 the teacher's salary as a model teacher. A curriculum and  
10 professional development leader shall do the following:

11 (a) Provide and demonstrate teaching on an ongoing basis.

12 (b) Routinely work strategically with teachers in planning,  
13 monitoring, reviewing, and implementing best instructional  
14 practices.

15 (c) Daily observe and coach teachers in effective  
16 instructional practices.

17 (d) Plan, facilitate, and routinely schedule literacy team  
18 meetings, professional study groups, and staff development  
19 sessions in best instructional practices.

20 (e) Routinely use sustained coaching cycles to support  
21 teacher growth and reflective practices.

22 (f) Work with and train classroom teachers to provide  
23 interventions aligned by subject area.

24 (g) If assigned by the district, work in a new model  
25 classroom, or provide daily support to existing model classroom  
26 teachers' implementation efforts.

27 (h) Assist the building principal in developing and  
28 implementing a professional development plan.

29 (i) Meet weekly with the building principal and the  
30 building's guidance counselors.

31 (j) Support instruction and learning through the use of  
32 technology.

33 (k) Actively participate in collaborative problem solving  
34 and reflective practices which include but are not limited  
35 to professional study groups, peer observations, grade level

1 planning, and weekly team meetings.

2 2. *Framework.*

3 a. To promote continuous improvement in Iowa's quality  
4 teaching workforce and to give Iowa teachers the opportunity  
5 for career recognition that reflects the various roles teachers  
6 play as educational leaders, a framework for Iowa teacher  
7 career paths, leadership roles, and compensation is established  
8 for teachers employed by school districts. A teacher employed  
9 by an area education agency may be included in a framework  
10 established by a school district if the area education agency  
11 and the school district enter into a contract for such purpose.

12 The framework is designed to accomplish the following goals:

13 (1) To attract able and promising new teachers by offering  
14 competitive starting salaries and offering short-term  
15 and long-term professional development and leadership  
16 opportunities.

17 (2) To retain effective teachers by providing enhanced  
18 career opportunities.

19 (3) To promote collaboration by developing and supporting  
20 opportunities for teachers in schools and school districts  
21 statewide to learn from each other.

22 (4) To reward professional growth and effective teaching  
23 by providing pathways for career opportunities that come with  
24 increased leadership responsibilities and involve increased  
25 compensation.

26 (5) To improve student achievement by strengthening  
27 instruction.

28 b. The Iowa teacher career paths, leadership roles, and  
29 compensation requirements under the framework shall be as  
30 follows:

31 (1) Initial teacher.

32 (a) The salary for an initial teacher who has successfully  
33 completed an approved practitioner preparation program as  
34 defined in section 272.1 or holds an initial or intern teacher  
35 license issued under chapter 272, and who participates in the

1 initial teacher mentoring and induction program as provided in  
2 this chapter, shall be at least thirty-five thousand dollars,  
3 which shall also constitute the minimum salary for an Iowa  
4 teacher.

5 (b) An initial teacher shall complete a teacher residency  
6 during the first year of employment that has all of the  
7 following characteristics:

8 (i) Intensive supervision or mentoring by a mentor teacher  
9 or lead teacher.

10 (ii) Sufficient collaboration time for the initial teacher  
11 in the residency year to be able to observe and learn from  
12 more experienced teachers, mentor teachers, and lead teachers  
13 employed by school districts located in this state.

14 (iii) A teaching load of not more than seventy-five percent  
15 student instruction to allow the initial teacher time for  
16 observation and learning.

17 (iv) A teaching contract issued under section 279.13  
18 that establishes an employment period which is five days  
19 longer than that required for career teachers employed by the  
20 school district of employment. The five additional contract  
21 days shall be used to strengthen instructional leadership in  
22 accordance with this subsection.

23 (v) Frequent observation, evaluation, and professional  
24 development opportunities.

25 (2) Career teacher. A career teacher is a teacher who meets  
26 the requirements of section 284.7, subsection 1, paragraph "b".  
27 Beginning July 1, 2014, the minimum salary for a first-year  
28 career teacher shall be thirty-seven thousand dollars.

29 (3) Model teacher. A model teacher is a teacher who meets  
30 the requirements of subparagraph (2), has met the requirements  
31 established by the school district that employs the teacher,  
32 is evaluated by the school district as demonstrating the  
33 competencies of a model teacher, has participated in a rigorous  
34 review process, and has been recommended for a one-year  
35 assignment as a model teacher by a site-based or district-based

1 review council appointed pursuant to paragraph "d". A school  
2 district shall set as a goal the designation of at least ten  
3 percent of its teachers as model teachers, though the district  
4 may enter into an agreement with one or more other districts  
5 or an area education agency to meet this goal through a  
6 collaborative arrangement. The terms of the teaching contracts  
7 issued under section 279.13 to model teachers shall exceed by  
8 five days the terms of teaching contracts issued under section  
9 279.13 to career teachers, and the five additional contract  
10 days shall be used to strengthen instructional leadership in  
11 accordance with this subsection. A model teacher shall receive  
12 annually a salary supplement of at least two thousand dollars.

13 (4) Mentor teacher. A mentor teacher is a teacher who  
14 is evaluated by the school district as demonstrating the  
15 competencies and superior teaching skills of a mentor teacher,  
16 and has been recommended for a one-year assignment as a mentor  
17 teacher by a site-based or district-based review council  
18 appointed pursuant to paragraph "d". In addition, a mentor  
19 teacher shall hold a valid license issued under chapter 272,  
20 participate in teacher professional development as outlined in  
21 this chapter, demonstrate continuous improvement in teaching,  
22 and possess the skills and qualifications to assume leadership  
23 roles. A mentor teacher shall have a teaching load of not  
24 more than seventy-five percent student instruction to allow  
25 the teacher to mentor other teachers. A school district shall  
26 set as a goal the designation of at least ten percent of its  
27 teachers as mentor teachers, though the district may enter  
28 into an agreement with one or more other districts or an area  
29 education agency to meet this goal through a collaborative  
30 arrangement. The terms of the teaching contracts issued under  
31 section 279.13 to mentor teachers shall exceed by ten days the  
32 terms of teaching contracts issued under section 279.13 to  
33 career teachers, and the ten additional contract days shall be  
34 used to strengthen instructional leadership in accordance with  
35 this subsection. A mentor teacher shall receive annually a

1 salary supplement of at least five thousand dollars.

2 (5) Lead teacher. A lead teacher is a teacher who  
3 holds a valid license issued under chapter 272 and has been  
4 recommended for a one-year assignment as a lead teacher by a  
5 site-based or district-based review council appointed pursuant  
6 to paragraph "d". The recommendation from the council must  
7 assert that the teacher possesses superior teaching skills  
8 and the ability to lead adult learners. A lead teacher shall  
9 assume leadership roles that may include but are not limited  
10 to the planning and delivery of professional development  
11 activities designed to improve instructional strategies; the  
12 facilitation of an instructional leadership team within the  
13 lead teacher's building, school district, or other school  
14 districts; the mentoring of other teachers; and participation  
15 in the evaluation of student teachers. A lead teacher  
16 shall have a teaching load of not more than fifty percent  
17 student instruction to allow the lead teacher to spend time  
18 on co-teaching; co-planning; peer reviews; observing career  
19 teachers, model teachers, and mentor teachers; and other  
20 duties mutually agreed upon by the superintendent and the lead  
21 teacher. A school district shall set as a goal the designation  
22 of at least five percent of its teachers as lead teachers,  
23 though the district may enter into an agreement with one or  
24 more other districts or an area education agency to meet this  
25 goal through a collaborative arrangement. The terms of the  
26 teaching contracts issued under section 279.13 to lead teachers  
27 shall exceed by fifteen days the terms of teaching contracts  
28 issued under section 279.13 to career teachers, and the  
29 fifteen additional contract days shall be used to strengthen  
30 instructional leadership in accordance with this subsection.  
31 A lead teacher shall receive annually a salary supplement of  
32 at least ten thousand dollars.

33 3. *Salary supplements and appeal.* The salary supplement  
34 received by teachers in leadership roles pursuant to section  
35 257.10, subsection 12, shall fully cover the salary costs of

1 the additional contract days required of teachers in leadership  
2 roles. Notwithstanding any provision of law to the contrary,  
3 the determinations of salary supplements paid pursuant to this  
4 section are not subject to appeal.

5     4. *Review councils.* The school board shall appoint  
6 a site-based review council if the school district has a  
7 certified enrollment of six hundred or more students, or a  
8 district-based selection council if the school district has a  
9 certified enrollment of less than six hundred students.

10     a. Each council shall be comprised of equal numbers of  
11 teachers and administrators. Teacher members shall include  
12 teachers who have been nominated by the certified employee  
13 organization that represents the school district's teachers,  
14 if such organization exists, or, if such organization does not  
15 exist, by a teacher quality committee.

16     b. The council shall accept and review applications  
17 submitted to the school's or the school district's  
18 administration for assignment or reassignment as a model,  
19 mentor, or lead teacher, and shall make recommendations  
20 regarding the applications to the superintendent of the school  
21 district. In developing recommendations, the council shall  
22 utilize measures of teacher effectiveness and professional  
23 growth, consider the needs of the school district, and review  
24 the performance and professional development of the applicants.  
25 Any teacher recommended for assignment or reassignment as a  
26 model, mentor, or lead teacher shall have demonstrated to  
27 the council's satisfaction competency on the Iowa teaching  
28 standards as set forth in section 284.3.

29     5. *Leadership role assignment.* An assignment to a teacher  
30 leadership role pursuant to this chapter shall be subject to  
31 review by the school's or the school district's administration  
32 at least annually. The review shall include peer feedback on  
33 the effectiveness of the teacher's performance of duty specific  
34 to the teacher's career path. A teacher who completes the time  
35 period of assignment in a teacher leadership role may apply

1 to the school's or the school district's administration for  
2 assignment in a new role if appropriate or for reassignment.

3 6. *Status quo.* A teacher employed in a school district  
4 shall not receive less compensation in that district than the  
5 teacher received in the school year preceding participation,  
6 as set forth in section 284.4, due to implementation of  
7 this section. A teacher who achieves national board for  
8 professional teaching standards certification and meets the  
9 requirements of section 256.44 shall continue to receive  
10 the award as specified in section 256.44 in addition to the  
11 compensation set forth in this section.

12 7. *Early implementation.* Prior to July 1, 2016, a school  
13 district may apply to the commission on educator leadership  
14 and compensation for early implementation of the Iowa teacher  
15 career path model, the framework, or a comparable model or  
16 system of career paths and compensation for teachers that  
17 contains differentiated multiple leadership roles.

18 8. *Implementation.* On or after July 1, 2016, contingent  
19 on a specific appropriation for these purposes, each school  
20 district shall implement the Iowa teacher career path model,  
21 framework, or comparable model or system for which the  
22 school district received approval pursuant to this section.  
23 Compliance with this subsection shall be determined by the  
24 accreditation team authorized pursuant to section 256.11. A  
25 school district shall not be required to fully implement the  
26 Iowa teacher career path model, a framework, or comparable  
27 model or system pursuant to this section if implementation  
28 costs exceed the state school foundation aid, including  
29 the moneys received under section 257.10, subsections 9 and  
30 12, the school receives. However, if a school district's  
31 implementation costs exceed the state school foundation aid  
32 received pursuant to this subsection, the school district shall  
33 implement as much of the approved framework, model, or system,  
34 as reasonably possible, and shall, at a minimum, meet the  
35 minimum salary requirements for an Iowa teacher as provided in

1 subsection 2, paragraph "b", subparagraph (1).

2 9. *Approval.* The department shall establish criteria and  
3 a process for application of the framework established under  
4 subsection 2, and for comparable models and systems, which a  
5 school district may implement pursuant to subsection 7, or  
6 shall implement in accordance with subsection 8.

7 10. *Teachers emeritus.* A school district is encouraged  
8 to utilize appropriately licensed teachers emeritus in the  
9 implementation of this section.

10 11. *Attendance center applicability.* The framework or  
11 comparable system approved and implemented by a school district  
12 in accordance with this section shall be applicable to teachers  
13 in every attendance center operated by the school district.

14 12. *Planning grants.* Contingent on a specific appropriation  
15 for these purposes, a school district may apply to the  
16 department for a planning grant to design an implementation  
17 strategy for the Iowa teacher career path model under section  
18 284.7 and this section, and the framework or a comparable model  
19 or system that contains differentiated multiple leadership  
20 roles. The planning grant shall be used to facilitate a  
21 local decision-making process that includes representation  
22 of administrators, teachers, and parents and guardians of  
23 students. The department shall establish and make available an  
24 application for the awarding of planning grants for purposes  
25 of this subsection.

26 13. *Commission on educator leadership and compensation.* The  
27 department shall establish, and provide staffing and  
28 administrative support for a commission on educator leadership  
29 and compensation. The commission shall monitor with fidelity  
30 the implementation of the Iowa teacher career path model,  
31 the framework, and comparable models and systems by school  
32 districts approved pursuant to this subsection. The commission  
33 shall evaluate the applications submitted for approval  
34 pursuant to this section and shall approve or disapprove such  
35 applications. An application shall only be approved if the

1 school district receives state school foundation aid, including  
2 the moneys received under section 257.10, subsections 9 and  
3 12, in an amount that will cover the costs of the framework,  
4 model, or system approved pursuant to this section. If the  
5 commission disapproves an application, the commission shall  
6 specify the reasons for disapproval. A school district that  
7 receives approval to implement a framework, model, or system  
8 under this chapter is eligible to receive funds under section  
9 257.10, subsection 12. In addition, the commission shall  
10 review the use and effectiveness of the funds distributed to  
11 school districts for supplemental assistance to teachers in  
12 high-need schools under section 284.11.

13 a. The commission shall be comprised of the following:

14 (1) Five teachers selected by the Iowa state education  
15 association.

16 (2) Three administrators selected by the school  
17 administrators of Iowa.

18 (3) Two school board members selected by the Iowa  
19 association of school boards.

20 (4) Each president or president's designee of the Iowa state  
21 education association, the school administrators of Iowa, and  
22 the Iowa association of school boards.

23 (5) The director or the director's designee.

24 b. Members shall be appointed to staggered three-year  
25 terms which shall begin and end as provided in section 69.19.  
26 Appointments shall comply with sections 69.16, 69.16A, and  
27 69.16C. Vacancies on the commission shall be filled in the  
28 same manner as the original appointment. A person appointed  
29 to fill a vacancy shall serve only for the unexpired portion  
30 of the term. Members are entitled to reimbursement of actual  
31 expenses incurred in performance of their official duties.

32 c. By December 15 annually, the commission shall submit its  
33 findings and any recommendations, including but not limited  
34 to any recommendations for changes to this section or section  
35 284.7, and for changes to section 284.11 relating to state

1 supplemental assistance to teachers in high-need schools, in a  
2 report to the director, the state board, the governor, and the  
3 general assembly.

4 14. a. Teacher leadership supplement foundation aid  
5 calculated under section 257.10, subsection 12, shall be paid  
6 as part of the state aid payments made to school districts in  
7 accordance with section 257.16.

8 b. Notwithstanding section 284.3A, teacher leadership  
9 supplement foundation aid shall not be combined with regular  
10 wages to create a combined salary.

11 c. The teacher leadership supplement district cost as  
12 calculated under section 257.10, subsection 12, is not subject  
13 to a uniform reduction in accordance with section 8.31.

14 d. Except as otherwise provided by law for a fiscal year,  
15 of the amount appropriated statewide for that fiscal year  
16 for payment of the teacher leadership supplement pursuant  
17 to section 257.10, subsection 12, the department may use an  
18 amount not to exceed five hundred thousand dollars to provide  
19 administration and oversight of the Iowa teacher career path  
20 model, framework, and comparable models and systems approved  
21 and implemented pursuant to this chapter and to fund up to two  
22 full-time equivalent positions which shall be in addition to  
23 the number of positions authorized for the fiscal year.

24 Sec. 30. EFFECTIVE DATE. The following provision or  
25 provisions of this division of this Act take effect July 1,  
26 2014:

27 1. The section of this Act amending section 284.7.

28 DIVISION VI

29 MISCELLANEOUS PROVISIONS

30 Sec. 31. Section 256.9, subsection 53, paragraph c,  
31 unnumbered paragraph 1, Code 2013, is amended to read as  
32 follows:

33 Establish in collaboration with the state board of regents,  
34 subject to an appropriation of funds by the general assembly  
35 contingent on a specific appropriation for such purpose, an

1 Iowa reading research center.

2 Sec. 32. Section 256.9, subsection 53, paragraph c,  
3 subparagraph (3), Code 2013, is amended to read as follows:

4 (3) The center shall submit a report of its activities  
5 to the general assembly by January 15 annually. By January  
6 15, 2015, the annual report shall include but not be limited  
7 to recommendations regarding the following measures to  
8 support schools in implementing chapter 284 with regard to the  
9 prekindergarten through grade three years:

10 (a) Tools and strategies for assessing early elementary  
11 school teachers to determine whether they have the skills and  
12 abilities to serve as mentor or lead teachers to other early  
13 elementary school teachers.

14 (b) Specific training and professional development to  
15 support the mentoring responsibilities of mentor teachers and  
16 lead teachers.

17 (c) Assessment tools to identify struggling readers and  
18 evidence-based measures designed to respond to the needs of  
19 such students.

20 (d) Resources, guides, and informational materials which  
21 parents and teachers may share to promote early literacy.

22 Sec. 33. NEW SECTION. 256.24 Competency-based education  
23 grant program.

24 1. Contingent on a specific appropriation for these  
25 purposes, the department shall establish a competency-based  
26 education grant program to award grants to not more than  
27 ten school districts annually for purposes of developing,  
28 implementing, and evaluating competency-based education pilot  
29 and demonstration projects.

30 2. The department shall develop grant application,  
31 selection, and evaluation criteria.

32 3. Each pilot or demonstration project shall be conducted  
33 for a minimum of one year, but may be conducted for multiple  
34 school years as proposed by the applicant and approved by the  
35 department.

1 4. Grant moneys shall be distributed to selected school  
2 districts by the department no later than December 1, 2013.  
3 Grant amounts shall be distributed as determined by the  
4 department.

5 5. The department shall submit progress reports analyzing  
6 the status and preliminary findings of the projects to the  
7 state board, the governor, and the general assembly by January  
8 15 annually. The department shall summarize the projects'  
9 findings, including student achievement results, and submit the  
10 summary and any recommendations in a final report to the state  
11 board, the governor, and the general assembly by January 15,  
12 2019.

13 **Sec. 34. NEW SECTION. 256.27 Economically challenged**  
14 **schools grant program.**

15 1. Contingent on a specific appropriation for these  
16 purposes, the department shall establish an economically  
17 challenged schools grant program to award funds to school  
18 district attendance centers to create pilot projects designed  
19 to meet the needs of prekindergarten through grade twelve  
20 students who are not proficient in reading or mathematics  
21 and to involve the students' parents in supporting project  
22 activities. Pilot project activities may include but are not  
23 limited to establishing a longer school day, longer school  
24 calendar, summer school, or intensive reading and mathematics  
25 programs for such students.

26 2. The department shall develop grant application,  
27 selection, and evaluation criteria. The priorities for the  
28 grant funds shall include applications from school districts  
29 with high percentages of students who are below grade level  
30 in proficiency, or who are eligible for free or reduced price  
31 meals under the federal National School Lunch Act and the  
32 federal Child Nutrition Act of 1966, 42 U.S.C. § 1751-1785, and  
33 shall include providing project services on a voluntary basis  
34 to students deemed at risk of not succeeding in reading or  
35 mathematics. The department shall make every reasonable effort

1 to equitably distribute grant funds geographically among rural  
2 and urban areas.

3 3. Each pilot project shall be conducted for a minimum of  
4 one year, but may be conducted for multiple school years as  
5 proposed by the applicant and approved by the department.

6 4. The department shall submit progress reports analyzing  
7 the status and preliminary findings of the projects to the  
8 state board, the governor, and the general assembly by January  
9 15 annually. The department shall summarize the projects'  
10 findings, including student achievement results, and submit the  
11 summary and any recommendations in a final report to the state  
12 board, the governor, and the general assembly by January 15,  
13 2019.

14 5. This section is repealed effective June 30, 2018.

15 Sec. 35. NEW SECTION. **256.34 World language education pilot**  
16 **project.**

17 1. Contingent on a specific appropriation for these  
18 purposes, the department shall establish a world language  
19 education pilot project to enhance foreign language education  
20 in Iowa schools. The department shall administer the pilot  
21 project in partnership with the university of northern Iowa and  
22 up to three school districts. The department shall establish  
23 criteria for the selection of school districts to participate  
24 in the pilot project.

25 2. The department shall establish a world language  
26 education administrative team to be composed of school  
27 administrators from school districts participating in the  
28 pilot project. Team members shall conduct fact finding visits  
29 to schools in the United States and at least one foreign  
30 school that exemplify best practices for world class foreign  
31 language education delivery models. A fact finding visit  
32 to a foreign school pursuant to this section shall not be  
33 funded with state moneys. Team members shall work with the  
34 department and university of northern Iowa to develop standards  
35 and benchmarks based on the latest edition of the national

1 standards for foreign language learning, to develop a written  
2 and verbal assessment system that measures foreign language  
3 competencies, and to support participating school districts in  
4 the development of curricula based on the latest edition of the  
5 national standards for foreign language learning.

6 3. Each school district participating in the pilot project,  
7 in coordination with the department, shall compare on an annual  
8 basis its results under the pilot project with state data  
9 to determine the outcomes of the pilot project for student  
10 learning.

11 4. The world language education administrative team, in  
12 coordination with the department and the university of northern  
13 Iowa, shall submit its findings and recommendations regarding  
14 the pilot project and foreign language education in this state  
15 in a report to the general assembly by December 19, 2014.

16 Sec. 36. Section 256C.4, subsection 1, paragraph e, Code  
17 2013, is amended to read as follows:

18 e. Preschool foundation aid funding shall not be used for  
19 the costs of constructing a facility in connection with an  
20 approved local program. Preschool foundation aid funding may  
21 be used by approved local programs and community providers  
22 for professional development for preschool teachers, for  
23 instructional equipment, for material and equipment designed  
24 to develop pupils' large and small motor skills, and for other  
25 direct costs. Preschool foundation aid funding received by an  
26 approved local program that remain unexpended or unobligated  
27 at the end of a fiscal year shall be used to build the approved  
28 local program's preschool program capacity in the next  
29 succeeding fiscal year.

30 Sec. 37. Section 257.11, Code 2013, is amended by adding the  
31 following new subsection:

32 NEW SUBSECTION. 7A. *Economically challenged schools grant*  
33 *program.* Pupils who are eligible for free and reduced price  
34 meals under the federal National School Lunch Act and the  
35 federal Child Nutrition Act of 1966, 42 U.S.C. § 1751-1785,

1 and who are enrolled in a school district that is approved to  
2 create a pilot project pursuant to section 256.27 shall receive  
3 a supplemental weighting of one-tenth of one pupil. This  
4 subsection is repealed effective June 30, 2018.

5 Sec. 38. Section 272.2, subsection 13, Code 2013, is amended  
6 to read as follows:

7 13. Adopt rules to provide for nontraditional preparation  
8 options for licensing persons who hold a bachelor's degree  
9 from an accredited college or university, ~~who~~ but do not meet  
10 other requirements for licensure. However, prior to issuing  
11 licenses pursuant to this subsection, the board shall recommend  
12 licensing criteria to the general assembly. Licenses shall not  
13 be issued under this subsection except pursuant to statutory  
14 licensing criteria enacted pursuant to such recommendations.

15 Sec. 39. Section 279.9, Code 2013, is amended to read as  
16 follows:

17 **279.9 Use of tobacco, alcoholic beverages, or controlled**  
18 **substances.**

19 1. The rules shall prohibit the use of tobacco, including  
20 nicotine products, and the use or possession of alcoholic  
21 liquor, wine, or beer or any controlled substance as defined in  
22 section 124.101, subsection 5, by any student of the schools  
23 and the, or by anyone on school grounds, is prohibited. A  
24 school board may suspend or expel a student for a violation of  
25 a rule under this section. For violation of this section, a  
26 school board may remove a person from school grounds and may  
27 bar the person's future presence on school grounds.

28 2. As used in this section, "nicotine product" means any  
29 product containing nicotine or any other preparation of tobacco  
30 not described in section 453A.1, and any product or formulation  
31 of matter containing biologically active amounts of nicotine  
32 that is manufactured, sold, offered for sale, or otherwise  
33 distributed with the expectation that the product or matter  
34 will be introduced into the human body. "Nicotine product" does  
35 not include any cessation product specifically approved by the

1 United States food and drug administration for use in reducing,  
2 treating, or eliminating nicotine or tobacco dependence.

3 Sec. 40. Section 279.60, subsections 1 and 2, Code 2013, are  
4 amended to read as follows:

5 1. Each school district shall administer ~~a kindergarten~~  
6 ~~readiness~~ the teaching strategies gold early childhood  
7 ~~assessment prescribed by the department of education~~ to  
8 every resident prekindergarten or four-year-old child whose  
9 parent or guardian enrolls the child in the district, and to  
10 every kindergarten student enrolled in the district not later  
11 than the date specified in section 257.6, subsection 1. The  
12 assessment shall be aligned with state early learning standards  
13 and preschool programs shall be encouraged to administer the  
14 assessment at least at the beginning and end of the preschool  
15 program, with the assessment information entered into the  
16 statewide longitudinal data system. The department shall work  
17 to develop agreements with head start programs to incorporate  
18 similar information about four-year-old children served by head  
19 start into the statewide longitudinal data system.

20 2. ~~a. Each school district shall administer the dynamic~~  
21 ~~indicators of basic early literacy skills kindergarten~~  
22 ~~benchmark assessment or other kindergarten benchmark assessment~~  
23 ~~adopted by the department of education in consultation with~~  
24 ~~the early childhood Iowa state board to every kindergarten~~  
25 ~~student enrolled in the district not later than the date~~  
26 ~~specified in section 257.6, subsection 1.~~ The school district  
27 shall also collect information from each parent, guardian,  
28 or legal custodian of a kindergarten student enrolled in the  
29 district, including but not limited to whether the student  
30 attended preschool, factors identified by the early childhood  
31 Iowa office pursuant to section 256I.5, and other demographic  
32 factors. Each school district shall report the results of  
33 the community strategies employed during the prior school  
34 year pursuant to section 279.68, subsection 4, paragraph "a",  
35 the assessment administered pursuant to subsection 1, and the

1 preschool information collected to the department of education  
2 in the manner prescribed by the department not later than  
3 January 1 of that school year. The early childhood Iowa office  
4 in the department of management shall have access to the raw  
5 data. The department shall review the information submitted  
6 pursuant to this section and shall submit its findings and  
7 recommendations annually in a report to the governor, the  
8 general assembly, the early childhood Iowa state board, and the  
9 early childhood Iowa area boards.

10 ~~b. This subsection is repealed July 1, 2013.~~

11 Sec. 41. REPEAL. Section 256D.9, Code 2013, is repealed.

12 Sec. 42. COMPETENCY-BASED EDUCATION TASK FORCE

13 RECOMMENDATIONS. Contingent on a specific appropriation for  
14 these purposes, the department of education shall implement  
15 the recommendations of the competency-based education task  
16 force established pursuant to 2012 Iowa Acts, chapter 1119,  
17 section 2, relating to the development of model competencies,  
18 to investigating and providing examples of templates that  
19 will effectively and efficiently record and report student  
20 achievement in a competency-based environment, to developing  
21 the assessment validation rubric and model assessments  
22 aligned to the competencies, and to creating opportunities for  
23 professional development for preservice and in-service for  
24 practitioners.

25 Sec. 43. SCHOOL DISTRICT REPORTING REQUIREMENT TASK FORCE  
26 — STATE BOARD OF EDUCATION.

27 1. a. A reporting requirement review task force is  
28 established consisting of five members who shall be appointed  
29 by the director of the department of education as follows:

30 (1) One member from nominees submitted by an organization  
31 representing the boards of Iowa school districts.

32 (2) One member from nominees submitted by an organization  
33 representing Iowa school administrators.

34 (3) One member from nominees submitted by the largest  
35 statewide certified employee organization representing Iowa

1 teachers.

2 (4) One member representing the department of education.

3 (5) One member representing the general public.

4 b. The member representing the department of education  
5 shall convene the initial meeting, at which the members shall  
6 elect a chairperson.

7 2. The department of education shall compile a list of  
8 reports that school districts are required to submit to the  
9 department biennially or more frequently. The department shall  
10 submit the list to the reporting requirement review task force  
11 by September 3, 2013.

12 3. The task force shall review the list submitted by the  
13 department pursuant to subsection 2. For each reporting  
14 requirement listed, the task force shall produce written  
15 justification for continuing, modifying, or eliminating  
16 the requirement. The task force shall compile its written  
17 justifications in a report the task force shall submit to  
18 the state board of education and to the general assembly by  
19 December 2, 2013.

20 4. The state board of education shall review the report  
21 submitted pursuant to subsection 3, and shall determine which  
22 of the task force recommendations for modifying or eliminating  
23 requirements may be accomplished by administrative rule and  
24 which must be accomplished by statute. The state board shall  
25 submit its findings and recommendations, including plans  
26 for board action relating to administrative rules and board  
27 recommendations for specific statutory changes, in a report to  
28 the general assembly by February 3, 2014.

29 Sec. 44. SCHOOL YEAR-LONG STUDENT TEACHING FIELD EXPERIENCE  
30 REQUIREMENT — STUDY.

31 1. a. Each practitioner preparation program offered at an  
32 institution of higher learning governed by the state board of  
33 regents shall convene a study committee of education faculty  
34 members to study the feasibility of establishing professional  
35 development schools for preservice teacher candidates in

1 collaboration with school districts, and the feasibility  
2 of requiring students enrolled in practitioner preparation  
3 programs to complete a field experience lasting one full school  
4 year.

5 b. Each study committee shall evaluate for its institution  
6 the following issues relating specifically to a proposed  
7 professional development school and relating specifically to a  
8 proposed full school year of student teaching field experience:

9 (1) The impact on the likelihood a student will graduate  
10 within four years, including but not limited to consideration  
11 of the cost to a student, student debt load, and class  
12 scheduling.

13 (2) The impact on university faculty and the need to employ  
14 more faculty, including the need to deliver coursework and  
15 supervision to student teachers in the field.

16 (3) The availability of an adequate number of placements in  
17 prekindergarten through grade twelve schools and the impact on  
18 a school district, including but not limited to the district's  
19 cost to compensate cooperating teachers.

20 (4) The likely impact on the abilities and performance of a  
21 student teacher and whether the benefits outweigh the costs.

22 (5) The likely impact on student achievement of students in  
23 the student teacher's classroom.

24 c. The study committees convened pursuant to paragraph "a"  
25 shall submit their findings and recommendations in a report to  
26 the state board of regents, the department of education, the  
27 board of educational examiners, the governor, and the general  
28 assembly by December 2, 2013.

29 2. The Iowa association of independent colleges is  
30 encouraged to form a study committee comprised of education  
31 faculty members with duties similar to those provided for in  
32 subsection 1 for its member institutions which offer approved  
33 practitioner preparation programs, and to submit any resulting  
34 findings and recommendations to the general assembly by  
35 December 2, 2013.

1     Sec. 45. EFFECTIVE DATE. The following provision or  
2 provisions of this division of this Act take effect June 30,  
3 2013:

4     1. The section of this division of this Act amending section  
5 279.60, subsection 2, paragraph "b".

6     Sec. 46. EFFECTIVE UPON ENACTMENT. The following provision  
7 or provisions of this division of this Act, being deemed of  
8 immediate importance, take effect upon enactment:

9     1. The section of this division of this Act repealing  
10 section 256D.9.

11    2. The section of this division of this Act amending section  
12 272.2.

13                                   DIVISION VII

14                                   STATE SCHOOL FOUNDATION PROGRAM

15     Sec. 47. Section 257.8, subsections 1 and 2, Code 2013, are  
16 amended to read as follows:

17     1. *State percent of growth.* ~~The state percent of growth~~  
18 ~~for the budget year beginning July 1, 2010, is two percent.~~  
19 The state percent of growth for the budget year beginning July  
20 1, 2012, is two percent. The state percent of growth for the  
21 budget year beginning July 1, 2013, is four percent. The  
22 state percent of growth for the budget year beginning July 1,  
23 2014, is four percent. The state percent of growth for each  
24 subsequent budget year shall be established by statute which  
25 shall be enacted within thirty days of the submission in the  
26 year preceding the base year of the governor's budget under  
27 section 8.21. The establishment of the state percent of growth  
28 for a budget year shall be the only subject matter of the bill  
29 which enacts the state percent of growth for a budget year.

30     2. *Categorical state percent of growth.* ~~The categorical~~  
31 ~~state percent of growth for the budget year beginning July 1,~~  
32 ~~2010, is two percent.~~ The categorical state percent of growth  
33 for the budget year beginning July 1, 2012, is two percent.  
34 The categorical state percent of growth for the budget year  
35 beginning July 1, 2013, is four percent. The categorical state

1 percent of growth for the budget year beginning July 1, 2014,  
2 is four percent. The categorical state percent of growth for  
3 each budget year shall be established by statute which shall  
4 be enacted within thirty days of the submission in the year  
5 preceding the base year of the governor's budget under section  
6 8.21. The establishment of the categorical state percent of  
7 growth for a budget year shall be the only subject matter of  
8 the bill which enacts the categorical state percent of growth  
9 for a budget year. The categorical state percent of growth  
10 may include state percents of growth for the teacher salary  
11 supplement, the professional development supplement, and the  
12 early intervention supplement.

13 Sec. 48. CODE SECTION 257.8 — IMPLEMENTATION. The  
14 requirements of section 257.8, subsections 1 and 2, regarding  
15 the enactment of bills establishing the regular program state  
16 percent of growth and the categorical state percent of growth  
17 within thirty days of the submission in the year preceding the  
18 base year of the governor's budget and regarding the subject  
19 matter limitation of such bills do not apply to this division  
20 of this Act.

21 Sec. 49. EFFECTIVE UPON ENACTMENT. This division of this  
22 Act, being deemed of immediate importance, takes effect upon  
23 enactment.

24 Sec. 50. APPLICABILITY. This division of this Act is  
25 applicable for computing state aid under the state school  
26 foundation program for the school budget years beginning July  
27 1, 2013, and July 1, 2014, as appropriate.

28 EXPLANATION

29 DIVISION I — INSTRUCTIONAL HOURS. This bill strikes  
30 language requiring accredited schools to provide at least 180  
31 instructional days in a school year and specifying what does  
32 and what does not constitute instructional time. The bill  
33 replaces the language requiring a 180-day school calendar with  
34 a requirement that accredited schools provide at least 1,080  
35 instructional hours during the school calendar in a school

1 year.

2 The school districts and accredited nonpublic schools set  
3 the number of hours of required attendance for the school year,  
4 but school districts must hold a public hearing on a proposed  
5 school calendar prior to adopting the school calendar.

6 The bill modifies a provision requiring the state board of  
7 education to define the minimum school day. Under the bill,  
8 instructional time for grades 1 through 12 is still exclusive  
9 of the lunch period but may include passing time between  
10 classes. The bill strikes language that permits a school  
11 or school district to record a day of school with less than  
12 the minimum instructional hours as a minimum school day for  
13 emergency health or safety factors and for staff development  
14 opportunities.

15 The bill makes conforming changes, including giving a  
16 parent, whose child is under competent private instruction,  
17 until September 1 to furnish a report providing information  
18 about the child and the competent private instruction to the  
19 school district of residence.

20 This division of this bill takes effect July 1, 2014.

21 DIVISION II — IOWA LEARNING ONLINE INITIATIVE — FEES.

22 The bill directs the department of education to establish  
23 fees payable by school districts and accredited nonpublic  
24 schools participating in the Iowa learning online initiative  
25 established by Code section 256.42, beginning July 1, 2016.  
26 The bill provides that fees collected pursuant to the bill  
27 shall be deposited in the general fund of the state and cannot  
28 exceed the costs of administering the initiative. The bill  
29 specifies matters that can and cannot be considered costs of  
30 administering the initiative.

31 DIVISION III — TRAINING AND EMPLOYMENT OF TEACHERS. The  
32 bill requires the department of education to establish an  
33 online state job posting system. The system must be accessible  
34 via the department's internet site, although the department  
35 may contract for or partner with another entity for use of

1 an existing internet site, and must include a mechanism for  
2 the electronic submission of job openings for posting on the  
3 system. The system and each job posting on the system must  
4 include a statement that an employer submitting a job opening  
5 for posting on the system will not engage in discrimination in  
6 hiring.

7 The bill requires school districts, charter schools, and  
8 area education agencies to submit all of their job openings to  
9 the department of education for posting on the system. The  
10 bill requires the department to post all of its job openings  
11 on the system. The bill provides that accredited nonpublic  
12 schools may, but are not required to, submit job openings to  
13 the department for posting on the system.

14 The establishment of the online state job posting system is  
15 not to be construed to prohibit any employer from advertising  
16 job openings and recruiting employees independently of the  
17 system, to prohibit any employer from using another method of  
18 advertising job openings or another applicant tracking system  
19 in addition to the system, or to provide the department of  
20 education with any regulatory authority in the hiring process  
21 or hiring decisions of any employer other than the department  
22 itself.

23 Contingent on a specific appropriation for such purposes,  
24 the bill establishes a teach Iowa scholar program within the  
25 college student aid commission to provide teach Iowa scholar  
26 grants to selected high-caliber teachers. The commission is  
27 required to administer the program in consultation with the  
28 department.

29 The bill directs the commission to establish eligibility  
30 criteria for teach Iowa scholar grants that at a minimum  
31 requires that an Iowa resident applicant must have been  
32 in the top 25 percent academically of students exiting a  
33 state-approved teacher preparation program, have earned other  
34 comparable academic credentials, or have achieved comparable  
35 assessment scores; and be preparing to teach in fields

1 including but not limited to science, technology, engineering,  
2 mathematics, English as a second language or special education  
3 instruction, or a hard-to-staff subject as identified annually  
4 by the department.

5 A selected applicant who has successfully completed an  
6 approved practitioner preparation program is eligible for a  
7 teach Iowa scholar grant for each year of full-time employment  
8 completed in Iowa as a teacher for a school district, charter  
9 school, area education agency, or accredited nonpublic school.  
10 The bill provides that a teach Iowa scholar grant cannot exceed  
11 \$4,000 per year per recipient, and cannot exceed \$20,000 total  
12 per recipient over a five-year period.

13 The bill establishes a teach Iowa scholar fund in the state  
14 treasury to be administered by the commission.

15 DIVISION IV — TEACHER AND ADMINISTRATOR MATTERS. The bill  
16 provides for a coaching and support system for teachers, and  
17 provides for changes relating to peer group review requirements  
18 for teachers and changes relating to administrator standards.

19 DIRECTOR'S DUTIES. Current law directs the director of the  
20 department of education to develop Iowa standards for school  
21 administrators, which the bill amends to charge the director  
22 with also reviewing and revising the standards as necessary.

23 The director is also charged with developing and  
24 implementing a coaching and support system for teachers aligned  
25 with the Iowa teacher career paths and compensation systems  
26 established by the bill; and with developing and implementing a  
27 coaching and support system for administrators aligned with the  
28 beginning administrator mentoring and induction program that is  
29 established in Code section 284A.5.

30 PEER GROUP REVIEWS. The bill adds to the purposes for which  
31 a school district must provide an annual review of a teacher's  
32 performance, and provides that a teacher who is the subject of  
33 a peer group review has exclusive right to all documentation  
34 created in the peer review process. Under the bill, the  
35 first and second year of review must be conducted by a peer

1 group of at least three but not more than six teachers who  
2 shall be selected by the building principal in consultation  
3 with teachers and the building's certified bargaining  
4 representative, if any. Each participant must receive adequate  
5 training and a per diem if the review process goes beyond  
6 normal school hours, and must receive release time for the  
7 training and for the time spent in conducting the review.

8 The peer group must reflect common grade level, subject  
9 matter expertise, curriculum, and proximity or other previously  
10 established grouping of individuals employed to provide  
11 instruction to students. Peer group reviews must be supportive  
12 and confidential. If a conflict develops between participants,  
13 an effort shall be made to mediate the conflict. The content  
14 of a peer review shall not be incorporated into a summative  
15 evaluation.

16 DIVISION V — IOWA TEACHER CAREER AND COMPENSATION

17 MATTERS. This bill establishes a framework for Iowa teacher  
18 career paths, leadership roles, and compensation for school  
19 districts; modifies and establishes new minimum salaries for  
20 the Iowa teacher career path model; specifies components for  
21 comparable systems of career paths and compensation; amends  
22 the state school foundation program to provide a teacher  
23 leadership supplement to school districts; provides for an  
24 annual allocation to the department of education so that it may  
25 provide technical assistance to school districts and AEAs for  
26 design and implementation of the models and systems; provides  
27 for the establishment of a commission on educator leadership  
28 and compensation; and makes other related changes to Code  
29 chapter 284, which establishes the student achievement and  
30 teacher quality program.

31 TEACHER LEADERSHIP SUPPLEMENT. Code section 257.1,  
32 providing for the state school foundation program, is amended  
33 to add the teacher leadership supplement to the combined  
34 foundation base to provide that the district cost for total  
35 teacher leadership supplement is funded entirely through state

1 aid, and to add the teacher leadership supplement to the  
2 funding sources whose amounts should not be rounded to the  
3 nearest whole dollar when computations are made.

4 Code section 257.9 is amended to establish a state and  
5 district cost per pupil of \$400 beginning with the school  
6 budget year beginning July 1, 2014, for the teacher leadership  
7 supplement. Code section 257.10 is amended to provide that the  
8 district cost of the total teacher leadership supplement shall  
9 be added to a school district's combined district cost.

10 For the budget year beginning July 1, 2015, and succeeding  
11 budget years, the teacher leadership supplement district cost  
12 per pupil for each school district for a budget year is the  
13 teacher leadership supplement program district cost per pupil  
14 for the base year plus the teacher leadership supplement state  
15 allowable growth amount for the budget year. Beginning July  
16 1, 2015, if the department of management determines that the  
17 unadjusted teacher leadership supplement district cost of a  
18 school district for a budget year is less than 100 percent of  
19 the unadjusted teacher leadership supplement district cost for  
20 the base year for the school district, the school district  
21 shall receive a budget adjustment for that budget year equal  
22 to the difference. The bill also provides that the use of  
23 the funds calculated for the supplement shall comply with the  
24 requirements of the student achievement and teacher quality  
25 program and shall be distributed to teachers pursuant to the  
26 Code section under which the Iowa teacher career path model,  
27 the framework, and comparable models and systems are approved.

28 The teacher leadership supplement district cost is not  
29 subject to a uniform reduction that may be implemented when  
30 the governor determines that estimated budget resources for a  
31 fiscal year are insufficient to pay all appropriations in full.

32 The bill exempts teacher leadership supplement foundation  
33 aid from a requirement that state aid for teacher compensation  
34 be combined with regular wages to create a combined salary.

35 MENTORING AND INDUCTION. The school district plan for

1 beginning teacher mentoring and induction shall provide that  
2 beginning prekindergarten through grade three teachers shall be  
3 mentored in the teacher's classroom by a skilled mentor. The  
4 plan shall also incorporate any recommendations offered by the  
5 Iowa reading research center.

6 IOWA TEACHER CAREER PATH MODIFICATIONS. The bill modifies  
7 the Iowa teacher career path to be a model that may be approved  
8 by the commission on educator leadership and compensation. The  
9 bill establishes, beginning July 1, 2014, new minimum salaries  
10 under the model of \$35,000 for beginning teachers, \$37,000 for  
11 a first-year career teacher, \$42,000 for a first-year career  
12 II teacher, and \$50,500 for a first-year advanced teacher  
13 employed by a school district approved to implement the model  
14 and to receive teacher leadership supplement funds. However,  
15 a teacher shall not receive less compensation in a district  
16 than the teacher received in the school year preceding the  
17 district's compliance, on or after July 1, 2014, with the Iowa  
18 teacher career path model.

19 The contract for a career II teacher shall exceed the  
20 contract term issued to a career teacher by an additional five  
21 days, while the contract for an advanced teacher shall exceed a  
22 career teacher contract by 10 days.

23 Approximately 25 percent of the career II teacher's total  
24 contract time shall be spent on noninstructional duties, while  
25 the goal for an advanced teacher is that at least 50 percent  
26 of the advanced teacher's total contract time be spent on  
27 noninstructional duties. The bill specifies the additional  
28 duties that career II and advanced teachers may or must engage  
29 in, if mutually agreed to by the school district and the  
30 teacher.

31 As an alternative to the 25 percent noninstructional time  
32 requirement a career II may engage in peer coaching for at  
33 least five hours per week, and receive an hourly rate of  
34 compensation for such time in addition to the teacher's salary  
35 as a career II teacher. An advanced teacher may also engage

1 in peer coaching. Peer coaching is defined to mean additional  
2 guidance in one or more aspects of the teaching profession  
3 provided to a teacher. Assignment as a peer coach must be  
4 approved by a principal but may be requested by an individual  
5 teacher. Peer coaching duties are further described in the  
6 bill.

7 The bill establishes staffing goals for school districts,  
8 including employment of at least one career II teacher in each  
9 elementary school; at least one advanced teacher for every  
10 three career II teachers employed; and at least one career II  
11 teacher for each of four core subject areas taught in grades  
12 7-12.

13 The bill strikes language that permits a school district  
14 that is unable to meet the minimum salary provisions of  
15 the Iowa teacher career path to request a waiver from the  
16 department to use funds from the early intervention supplement  
17 if the difference between the teacher salary supplement and the  
18 amount required to meet the minimum salaries is not less than  
19 \$10,000.

20 IOWA TEACHER CAREER PATH MODEL, FRAMEWORK, AND COMPARABLE  
21 MODELS AND SYSTEMS OF CAREER PATHS, LEADERSHIP ROLES, AND  
22 COMPENSATION. An Iowa teacher career path model, a framework  
23 as specified in the bill, or a comparable system of career  
24 paths and compensation for teachers may be developed, approved,  
25 and implemented by a school district. However, the minimum  
26 requirements for any such model, framework, or system must  
27 include but not be limited to a minimum salary and residency as  
28 provided in the framework; additional levels of compensation  
29 for differentiated teacher roles; multiple, differentiated  
30 teacher leadership roles beyond the initial teacher and career  
31 teacher levels, with a goal of making such levels available  
32 to at least 25 percent of the teacher workforce; a rigorous  
33 selection process that involves teachers; a professional  
34 development system facilitated by teachers and aligned with  
35 the Iowa professional development model; and hiring permanent

1 professional staff to give teacher leaders time to focus on  
2 leadership duties.

3 INSTRUCTIONAL COACH AND CURRICULUM AND PROFESSIONAL  
4 DEVELOPMENT LEADER MODEL. The instructional coach and  
5 curriculum and professional development leader duties and  
6 qualifications are specified in the bill. The first two levels  
7 match the requirements for the beginning and career teacher  
8 requirements of the Iowa teacher career path model, with the  
9 residency requirements specified for the initial teacher under  
10 the framework.

11 The third level is that of instructional coach. The  
12 instructional coach must receive a stipend of between \$5,000  
13 and \$7,000 annually in addition to the teacher's salary  
14 as a career teacher, while the curriculum and professional  
15 development leader must receive a stipend of between \$10,000  
16 and \$12,000 annually in addition to the teacher's salary as a  
17 model teacher. The staffing guidelines for this comparable  
18 system require a school district to employ one instructional  
19 coach at each attendance center or at least one instructional  
20 coach for every 500 students enrolled in an attendance center,  
21 whichever number is greater.

22 The contract term for a curriculum and professional  
23 development leader shall exceed the contract term issued to a  
24 model teacher by an additional 15 days.

25 IMPLEMENTATION. Though school districts have until July 1,  
26 2016, to implement approved models, frameworks, and systems,  
27 school districts may, prior to that date, apply to the  
28 commission on educator leadership and compensation for early  
29 implementation of a model, framework, or comparable system.  
30 The department is directed to establish criteria and a process  
31 for application.

32 A school district is not required to fully implement the  
33 models, framework, or comparable system if implementation costs  
34 exceed the state school foundation aid the school district  
35 receives. However, in such circumstance, the school district

1 must implement as much of the approved model, framework, or  
2 system as is reasonably possible, and must, at a minimum, meet  
3 the minimum salary for an Iowa teacher.

4 PLANNING GRANTS. Contingent on an appropriation for such  
5 purpose, a school district may apply to the department for  
6 a planning grant to design an implementation strategy to  
7 establish a model, the framework, or a comparable system.  
8 The application submitted to the department must reflect a  
9 local decision-making process that includes representation  
10 of administrators, teachers, and parents and guardians  
11 of students. The department is directed to establish an  
12 application for the awarding of planning grants.

13 FRAMEWORK DESIGN. The framework is designed to attract able  
14 and promising new teachers by offering competitive starting  
15 salaries and offering short-term and long-term professional  
16 development and leadership opportunities, retain effective  
17 teachers by providing enhanced career opportunities, promote  
18 collaboration by developing and supporting opportunities for  
19 teachers in schools and school districts statewide to learn  
20 from each other, reward professional growth and effective  
21 teaching by providing pathways for career opportunities that  
22 involve increased leadership responsibilities and increased  
23 compensation, and improve student achievement by strengthening  
24 instruction.

25 CAREER AND LEADERSHIP ROLES AND COMPENSATION. The framework  
26 includes five career or leadership roles for teachers. The  
27 salary established in the bill for an initial teacher who meets  
28 the requirements specified in the bill is at least \$35,000,  
29 which amount also constitutes the minimum teacher salary for  
30 the state. An initial teacher must meet the current definition  
31 in the Code for a beginning teacher, but the initial teacher  
32 must also complete a teacher residency during the first year of  
33 employment that includes intensive supervision or mentoring by  
34 a mentor teacher or lead teacher; sufficient collaboration time  
35 to be able to observe and learn from more experienced, mentor,

1 and lead teachers; a teaching load of not more than 75 percent  
2 student instruction to allow time for observation and learning;  
3 a teaching contract that establishes an employment period which  
4 is five days longer than that required for career teachers;  
5 and for frequent observation, evaluation, and professional  
6 development opportunities.

7 The second role, career teacher, requires the same  
8 conditions as that specified in the current Iowa teacher career  
9 path model.

10 The third role, model teacher, is a career teacher who  
11 is evaluated by the school district as demonstrating the  
12 competencies of a model teacher, has participated in a rigorous  
13 review process, and has been recommended for a one-year  
14 assignment as a model teacher by a review council. The term  
15 of the model teacher's teaching contract shall exceed by five  
16 days the terms of career teachers' teaching contracts. A model  
17 teacher shall receive annually a salary supplement of at least  
18 \$2,000.

19 The fourth role, mentor teacher, is a teacher who is  
20 evaluated by the school district as demonstrating the  
21 competencies and superior teaching skills of a mentor teacher,  
22 and has been recommended for a one-year assignment as a mentor  
23 teacher by a review council. The mentor teacher must also  
24 participate in teacher professional development, demonstrate  
25 continuous improvement in teaching, and possess the skills and  
26 qualifications to assume leadership roles. A mentor teacher  
27 shall have a teaching load of not more than 75 percent student  
28 instruction to allow the teacher to mentor other teachers. The  
29 mentor teacher's teaching contract shall exceed by 10 days the  
30 terms of career teachers' teaching contracts. A mentor teacher  
31 shall receive annually a salary supplement of at least \$5,000.

32 The fifth role, lead teacher, is a teacher who has been  
33 recommended for a one-year assignment as a lead teacher by  
34 a review council. The recommendation from the council must  
35 assert that the teacher possesses superior teaching skills

1 and the ability to lead adult learners. A lead teacher must  
2 assume leadership roles that may include but are not limited  
3 to the planning and delivery of professional development  
4 activities; the facilitation of an instructional leadership  
5 team within the lead teacher's building, school district, or  
6 other school districts; the mentoring of other teachers; and  
7 participation in the evaluation of student teachers. A lead  
8 teacher shall have a teaching load of not more than 50 percent  
9 student instruction to allow the lead teacher to spend time  
10 on co-teaching; co-planning; peer reviews; observing career  
11 teachers, model teachers, and mentor teachers; and other  
12 duties mutually agreed upon by the superintendent and the lead  
13 teacher. The term of the lead teacher's teaching contract  
14 must exceed by 15 days the terms of career teachers' teaching  
15 contracts. A lead teacher shall receive annually a salary  
16 supplement of at least \$10,000.

17 A school district shall set as a goal the designation of at  
18 least 10 percent of its teachers as model teachers, 10 percent  
19 as mentor teachers, and 5 percent as lead teachers, though a  
20 district may enter into an agreement with one or more other  
21 districts or an AEA to meet these goals through a collaborative  
22 arrangement.

23 Additional contract days must be used to strengthen  
24 instructional leadership. The salary supplement received by  
25 teachers in leadership roles shall fully cover the salary costs  
26 of the additional contract days. The determinations of salary  
27 supplements are not subject to appeal.

28 An assignment is subject to review by the school's or the  
29 school district's administration at least annually. The  
30 review must include peer feedback. A teacher who completes  
31 the time period of assignment as a model, mentor, or lead  
32 teacher may apply to the school's or the school district's  
33 administration for assignment in a new role if appropriate or  
34 for reassignment.

35 A teacher employed by an AEA may be included in a framework

1 established by a school district if the AEA and the school  
2 district enter into a contract for such purpose.

3 SITE-BASED OR DISTRICT-BASED REVIEW COUNCIL. Each school  
4 board in a district of 600 or more students must appoint a  
5 site-based review council; in a district of fewer than 600  
6 students, the board must appoint a district-based review  
7 council. A review council is comprised of equal numbers of  
8 teachers and administrators. Teacher members shall include  
9 teachers who have been nominated by the collective bargaining  
10 organization, if one exists, that represents the teachers. The  
11 council must accept and review applications submitted to the  
12 school's or the school district's administration for assignment  
13 as a model, mentor, or lead teacher, and make recommendations  
14 regarding the applications to the school district  
15 superintendent. In developing recommendations, the council  
16 must utilize measures of teacher effectiveness and professional  
17 growth, consider the needs of the school district, and review  
18 the performance and professional development of the applicants.  
19 Any teacher recommended for assignment as a model, mentor,  
20 or lead teacher shall have demonstrated to the council's  
21 satisfaction competency on the Iowa teaching standards.

22 MISCELLANEOUS. The department's accreditation team is  
23 charged with determining compliance. A school district is  
24 encouraged to utilize teachers emeritus.

25 COMMISSION ON EDUCATOR LEADERSHIP AND COMPENSATION. The  
26 department is directed to appoint and provide staffing and  
27 administrative support for a commission on educator leadership  
28 and compensation. The commission shall monitor with fidelity  
29 the implementation of the Iowa teacher career path model,  
30 the framework, and comparable models and systems by school  
31 districts. The commission shall also evaluate the applications  
32 submitted for approval and shall approve or disapprove the  
33 applications. An application shall only be approved if the  
34 state school foundation aid received by the school district  
35 will cover the costs of implementation. If the commission

1 disapproves an application, the commission shall specify the  
2 reasons for disapproval. A school district receiving approval  
3 is eligible to receive teacher leadership supplement funds. In  
4 addition, the commission must review the use and effectiveness  
5 of state assistance distributed to school districts for  
6 teachers in high-need schools and, by December 15 annually,  
7 shall submit all of its findings and any recommendations in  
8 a report to the director of the department of education,  
9 the state board of education, the governor, and the general  
10 assembly.

11 PROFESSIONAL DEVELOPMENT. The bill strikes a requirement  
12 that school districts and area education agencies have as a  
13 goal for the use of state professional development funds the  
14 provision of one additional contract day or the equivalent for  
15 professional development and instead authorizes use of the  
16 funds for professional development and other purposes set forth  
17 in statute.

18 From the amount appropriated for purposes of the teacher  
19 leadership supplement, the department may use up to \$500,000  
20 annually to provide administration and oversight of the models,  
21 frameworks, and comparable systems and to fund two full-time  
22 equivalent positions.

23 STATE SUPPLEMENTAL ASSISTANCE FOR TEACHERS IN HIGH-NEED  
24 SCHOOLS. Contingent on a specific appropriation for these  
25 purposes, the department is directed to collect relevant data  
26 and establish a list of high-need schools which shall be  
27 eligible for state supplemental assistance. The department  
28 must establish a process and criteria to determine which  
29 schools are placed on the lists and must revise the lists  
30 annually. Criteria for the determination of which high-need  
31 schools shall be placed on the list shall be based upon factors  
32 that include but are not limited to the socioeconomic status  
33 of the students enrolled in the school, the percentage of  
34 the school's student body who are limited English proficient  
35 students, student academic growth, certified instructional

1 staff attrition, and geographic balance.

2 The department's determination of state supplemental  
3 assistance for teachers in high-need schools is not subject to  
4 appeal.

5 REVIEW AND REPORT. The department must review the use and  
6 effectiveness of the funds distributed to school districts for  
7 supplemental assistance for teachers in high-need schools. The  
8 department shall submit its findings and recommendations in a  
9 report to the general assembly by January 15 annually.

10 UNIQUE LOCAL CONDITIONS AND NEEDS. A school district may  
11 request on an annual basis approval from the department for  
12 the addition of high-need schools based upon the unique local  
13 conditions and needs of the school district. The criteria the  
14 department uses to determine the placement of high-need schools  
15 on its list does not restrict the department from adding a  
16 high-need school as requested by a school district on the basis  
17 of unique local conditions and needs.

18 TEACHER ELIGIBILITY FOR INCENTIVES. Teachers of all  
19 subjects taught in a school included in the department's  
20 list of high-need schools shall be eligible to receive state  
21 supplemental assistance for teachers in high-need schools.

22 DIVISION VI — MISCELLANEOUS PROVISIONS.

23 IOWA READING RESEARCH CENTER. Contingent on a specific  
24 appropriation for such purpose, the bill directs the director  
25 of the department of education to collaborate with the state  
26 board of regents to establish an Iowa reading research center.  
27 The bill directs the Iowa reading research center to submit a  
28 report of its activities to the general assembly by January 15  
29 annually. By January 15, 2015, the annual report shall include  
30 but not be limited to recommendations regarding measures to  
31 support schools in implementing Code chapter 284 with regard to  
32 the prekindergarten through grade three years.

33 ECONOMICALLY CHALLENGED SCHOOLS GRANT PROGRAM AND FUNDING.  
34 Contingent on a specific appropriation for such purposes,  
35 the bill directs the department to establish an economically

1 challenged schools grant program to award funds to school  
2 district attendance centers to create pilot projects designed  
3 to meet the needs of students who are not proficient in  
4 reading or mathematics and to involve the students' parents in  
5 supporting project activities. The bill provides supplemental  
6 weighting of one-tenth of one pupil for the program, based on  
7 the number of pupils attending the school who are eligible for  
8 free and reduced price meals under the federal school meal  
9 programs.

10 Pilot project activities may include but are not limited  
11 to establishing a longer school day, longer school calendar,  
12 summer school, or intensive reading and mathematics programs  
13 for such students.

14 The priorities for the grant funds shall include  
15 applications from school districts with high percentages of  
16 students eligible for free or reduced price meals under federal  
17 lunch and nutrition programs, and shall include providing  
18 project services on a voluntary basis to students deemed  
19 at risk of not succeeding in reading or mathematics. The  
20 department shall make every reasonable effort to equitably  
21 distribute grant funds geographically among rural and urban  
22 areas.

23 Each pilot project shall be conducted for a minimum of  
24 one year, but may be conducted for multiple school years as  
25 proposed by the applicant and approved by the department. The  
26 department shall submit progress reports and a final report  
27 to the state board, the governor, and the general assembly by  
28 January 15, 2019. The provisions establishing the program and  
29 providing for the supplemental weighting are repealed effective  
30 June 30, 2018.

31 **COMPETENCY-BASED EDUCATION.** Contingent on specific  
32 appropriations for such purposes, the bill directs the  
33 department of education to implement some of the preliminary  
34 recommendations of the competency-based education task force,  
35 which was established pursuant to legislation enacted during

1 the 2012 regular session of the 84th general assembly.

2 The recommendations include establishing a competency-based  
3 education grant program to award grants to not more than  
4 10 school districts annually for purposes of developing,  
5 implementing, and evaluating competency-based education  
6 pilot and demonstration projects; model competencies; the  
7 assessment validation rubric and model assessments; student  
8 achievement reporting templates; and professional development  
9 for preservice and in-service for practitioners.

10 WORLD LANGUAGE EDUCATION PILOT PROJECT. The bill directs  
11 the department to establish a world language education pilot  
12 project to enhance foreign language education in Iowa schools,  
13 contingent on a specific appropriation for such purpose. The  
14 department shall administer the pilot project in partnership  
15 with the university of northern Iowa and up to three school  
16 districts. The department shall establish criteria for the  
17 selection of school districts to participate in the pilot  
18 project.

19 The bill directs the department to establish a world  
20 language education administrative team to be composed of school  
21 administrators from school districts participating in the  
22 pilot project and provides duties for the team, including fact  
23 finding visits; development of new standards and benchmarks,  
24 an assessment system, and curricula; and a report on the pilot  
25 project and foreign language education in this state for  
26 submission to the general assembly by December 19, 2014.

27 The bill directs participating school districts to compare  
28 on an annual basis results under the pilot project with state  
29 data to determine the outcomes of the pilot project.

30 STATEWIDE PRESCHOOL PROGRAM-AID USES. The bill allows  
31 preschool foundation aid funding to be used by approved local  
32 programs and community providers for professional development  
33 for preschool teachers, for instructional equipment, for  
34 material and equipment designed to develop pupils' motor  
35 skills, and for other direct costs. Aid funding that remains

1 is made available to approved local programs for future fiscal  
2 years to build program capacity.

3 ALTERNATIVE LICENSURE LIMITATION. This bill requires the  
4 board of educational examiners to submit a licensing criteria  
5 recommendation to the general assembly prior to issuing  
6 licenses to persons who do not meet the standard practitioner  
7 preparation requirements. The board is prohibited from issuing  
8 such licenses until such licensing criteria are enacted into  
9 statute.

10 TOBACCO PROHIBITED ON SCHOOL GROUNDS. The bill provides  
11 that the use of nicotine products by any student, or by anyone  
12 on school grounds, is prohibited. For a violation of the  
13 provision, the school board may suspend or expel a student, may  
14 remove a person, and may bar the person's future presence on  
15 school grounds. The bill defines "nicotine product".

16 PREKINDERGARTEN/KINDERGARTEN ASSESSMENT AND REPORTING.  
17 Provisions requiring or encouraging the administration of  
18 prekindergarten and kindergarten assessments are modified  
19 to specify that the assessment instrument school districts  
20 must administer must be the teaching strategies gold early  
21 childhood assessment. Each school district must report to the  
22 department the results of the community strategies employed  
23 during the prior fiscal year. The provision relating to  
24 the administration of the dynamic indicators of basic early  
25 literacy skills (DIBELS) kindergarten benchmark assessment  
26 or other kindergarten benchmark assessment adopted by the  
27 department of education in consultation with the early  
28 childhood Iowa state board, is eliminated by the bill, but the  
29 reporting requirements are not. The Code provision, which  
30 would have repealed the reporting requirements on July 1, 2013,  
31 is eliminated June 30.

32 IOWA EARLY INTERVENTION BLOCK GRANT PROGRAM — SUNSET  
33 REPEALED. The bill repeals a provision that specifies a date  
34 for the future repeal of Code chapter 256D, the Code chapter  
35 which establishes the Iowa early intervention block grant

1 program, and makes the repeal effective upon enactment.

2 SCHOOL DISTRICT REPORTING REQUIREMENT TASK FORCE —  
3 STATE BOARD OF EDUCATION. The bill establishes a reporting  
4 requirement review task force and directs the department of  
5 education to compile a list of reports that school districts  
6 are required to submit to the department biennially or more  
7 frequently. The department must submit the list to the task  
8 force by September 3, 2013.

9 The task force consists of five members appointed by the  
10 director of the department of education.

11 The task force shall review the list submitted by the  
12 department and, for each reporting requirement listed, the  
13 task force shall produce written justification for continuing,  
14 modifying, or eliminating the requirement. The task force  
15 shall compile its written justifications in a report the task  
16 force shall submit to the state board of education and the  
17 general assembly by December 2, 2013.

18 The state board shall review the report and submit its  
19 findings and recommendations in a report to the general  
20 assembly by February 3, 2014.

21 SCHOOL YEAR-LONG STUDENT TEACHING FIELD EXPERIENCE  
22 REQUIREMENT — STUDY. The bill directs each practitioner  
23 preparation program offered at a regents university to convene  
24 a study committee of education faculty members to study the  
25 feasibility of establishing professional development schools  
26 for preservice teacher candidates in collaboration with  
27 school districts, and the feasibility of requiring students  
28 enrolled in practitioner preparation programs to complete a  
29 field experience lasting one full school year. Each study  
30 committee shall evaluate for its institution issues relating  
31 specifically to a proposed professional development school and  
32 relating specifically to the impact of a proposed full school  
33 year student teaching field experience on four-year graduation  
34 rates, on costs, on class scheduling, on university faculty, on  
35 an adequate number of school placements, on the abilities and

1 performance of student teachers, and on student achievement.

2 The study committees must submit their findings and  
3 recommendations in a report to the state board of regents, the  
4 department of education, the board of educational examiners,  
5 the governor, and the general assembly by December 2, 2013.  
6 The Iowa association of independent colleges is encouraged  
7 to form a similar study committee comprised of education  
8 faculty members and to submit any resulting findings and  
9 recommendations to the general assembly by December 2, 2013.

10 DIVISION VII — STATE SCHOOL FOUNDATION PROGRAM. The  
11 bill establishes a state percent of growth and a categorical  
12 state percent of growth of 4 percent for purposes of the state  
13 school foundation program for the school budget years beginning  
14 July 1, 2013, and July 1, 2014. This division of the bill  
15 takes effect upon enactment and is applicable for state aid  
16 computation under the state school foundation program for the  
17 school budget years beginning July 1, 2013, and July 1, 2014,  
18 as appropriate.

19 The categorical state percent of growth includes the teacher  
20 salary supplement, the professional development supplement,  
21 and the early intervention supplement, and under this bill the  
22 teacher leadership supplement.

23 The bill provides that the requirement of Code section 257.8  
24 regarding the timing of enactment of a state percent of growth  
25 does not apply to the bill.